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NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2020
FORMERLY MAY/JUNE

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.

The Marking Guidelines are to be used in conjunction with the Generic Descriptors.

QUESTION 1 COMPREHENSION

- 1.1 The use of 'butting into' and 'grotesque installation blocking' all clearly indicate the writer's contempt/scorn/derision/criticism towards the wall. The writer uses 'butting into' to show how the wall is stopping him from touring. This is reinforced using 'blocking'. The use of 'grotesque' emphasises how unsightly it is (both visually and morally.)
[Award full marks only if diction, tone and attitude are reflected in the response.]
- 1.2 The author emphasises that governments would not allow people to travel to the West and thus they were considered prisoners. The West wanted them to be 'free' but after the wall came down, they (the West) started to build their own walls to keep those people out. The control through "politics" became control through "economics". The "logic [goes] into reverse" because they are still prisoners.
- 1.3 The author suggests (based on Anderson's description of 'imagined communities') that a nation state is one "without border guards, barbed wire passport control, walls, fences or barriers". This could be closely linked and underpinned by his own "personal history" as he describes himself coming from a "travelling people". His family would have experienced the guards, walls, passport controls, etc. He would possibly balk at the idea of the restrictions associated with travel and want a freer more "imagined" community.
- 1.4 The candidates will need to refer to an understanding of "wryly" in their response. For the marker – the definition of "wryly" (paragraph 3) is something that is said in a way that shows that you "find a bad or difficult situation slightly funny" [Definition adapted from <<https://dictionary.cambridge.org/dictionary/english/wryly>>]. With this understanding in mind, the author's grandmother is strong/tough/resilient as she might have gone through this before. While we might feel saddened/offended we quickly realise that she is able to fend for herself. The difficult situation is her being questioned about possible employment and her response is in reference to her years as a manual labourer. There is an argument to be made that the grandmother is mocking the immigration officer by referencing "cane" and the work that manual labourers were forced to do.
- 1.5 [For the marker – the definition of arbitrary (paragraph 6) is 'random choice or without any reason or system'.]

The borders can be arbitrary because they change according to the time in which they are drawn and as a result borders are not permanent. The author uses countries in Europe that have changed over the past century as an example. They are definite (clearly stated, not vague) in that wherever they are on the map, people will need to deal with them.

- 1.6 At 'the flick of a switch' is a figurative expression suggesting the ease with which something is done, i.e. companies are moving their factories easily. Similarly, the literal interpretation can also be applied to the article as the companies are literally flicking the switch off as they switch off their production lines. Both interpretations work in this context and candidates are expected to discuss each briefly and decide which works better.
- 1.7 1.7.1 Opinion. (but an argument can be made for fact in 1.7.2)
- 1.7.2 The statement needs to be verified with evidence and can therefore be considered an opinion. The author himself states that it is "rarely stated but generally acknowledged and accepted" but the evidence needs to be more substantive. The examples, however, do allow for the candidates to justify (rather convincingly) the statement as fact. [Candidates are able to justify that it is a fact but they must be marked according to the descriptors and can not be awarded more than 1 ½ marks.]
- 1.8 The two sentences succinctly summarise his argument throughout the article. He highlights that immigrants are not the problem. He follows this immediately with his view that borders are in fact the problem. Ending the article in this way reinforces his views for the reader.
- 1.9 [Candidates need to discuss both images and the content of paragraph 12 to be awarded full marks.]

The candidates are required to discuss various elements of each image in relation to the text. The fists in the air holding the barbed wire or the chains both fight against the "regulation and restriction" of immigration. The text and the images support the author's argument about freedom of movement as examples. The concept of 'migration [being] as old as humanity' is clearly expressed by Image A as the silhouette of the people indicate movement. The argument that migrants should be free to "move/return/ stay" is emphasised by the text in the images that suggest that "immigrants are not the problem [but that] borders are.'

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 texts. 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 texts are relevant, and will be able to synthesise these and convey them in his/her own words. **The summary will successfully meet most of 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 texts are relevant, and will be able to put these into his/her own words most of the time. **The summary might not take into consideration the most important requirements specified in the instructions.** There may be instances of lifting or lapses that display 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 texts 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 texts. This will be evident through an inability to select appropriate parts of the texts 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.

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QUESTION 3 SEEN POETRY

- 3.1 The title "How to Be Old" is instructional. The poet is going to tell us how best to grow old. The title suggests that the poet will show us "how". The poet then does this through various images. The primary theme is about aging with dignity and not allowing the process to discourage you while at the same time acknowledging the movement from childhood to adulthood through the simile of the doll. The doll (like childhood) is put away for seasons but brought out to examine and explore and relive.
- 3.2 The parenthesis in (Everyone is,/at first.) acts as an afterthought to the opening words that it is easy to be young. Everyone is young at first and therefore it is not really an achievement. The parenthesis suggests a dismissive response to being young or claiming that it's an achievement to be young.
- 3.3 The use of "given" implies not earned through any influence/direct hands-on work of your own; it reinforces the fact that youth is "easy". The use of "achieved" shows that something has been earned through hard work and resilience. The positioning of the reader will depend on the context of the reader. The candidates might suggest that the poet is over-exaggerating the concept of age being difficult but some candidates would suggest that they as the readers are youthful and therefore ignorant. Other candidates might agree and see it as an opportunity to enjoy their youth while at the same time working/earning age.
- 3.4 The simile compares youth to a doll. The doll must, however, be put away in favour of maturity and age. It can only be taken out occasionally with particular intention or focus. To "play with it only/on holidays." and to dress it up "impeccably". Similarly, once an adult, it is only appropriate to do child-like things on special occasions. There is a sense of hiding the child-like responses by putting it in a "closet".
- 3.5 The intentions of both poems can be linked to the extract.

Swenson's poem about moving from the stage of youth to age can be closely linked to the concept of not having figured ourselves out as described in the extract. The extract suggests that some people "haven't figured out ourselves by mid-20s". The extract (and Swenson's poem) both make reference to the idea that maturity (age) "develop[s] after life experiences" and that maturity does not happen "magically". Similarly, the intention of leaving "our childish behaviours" behind at graduation is also explored in the extract.

In 'If thou must love me' the speaker asks her 'lover' to love her for 'love's sake' and not for reasons that might shift. The article asks us to explore the "reasons for love" that don't become clear at 25. The article suggests that love is not clear-cut and obvious. It also asks whether people obsess over reasons for love, similar to the speaker in the Barret Browning's poem who cautions her lover to ensure that the love is real. This is part of the poet's intention.

QUESTION 4 UNSEEN POETRY

- 4.1 The woman's actions of "cleaning bins and mopping floors" are continuous as they are "every other morning". There is no mention of her name and her "sticking her face in and out of important-looking offices" shows that her presence is tolerated in their important places purely to mop floors and clean and wipe the bins. The "bins are picked up./wiped with a fine-thank-you" suggest that the questions and their responses are mere niceties and not necessarily genuine. Her presence is purely there as a cleaner and her personhood is not recognised.
- 4.2 The placement of "perhaps" on its own line focuses our attention on the uncertainty of whether or not they will look up at her. But the reality is that they don't/won't.
- 4.3 The enjambment highlights the woman's role in this office and the insignificance she carries. The placement of "someone's got to" leads directly "clean", "mop" and clean". This listing of her duties that "someone's got to" do adds to the supervisor's understanding that these are important tasks that need to be done today. It enhances our understanding of her insignificance despite her mother dying. [Candidates do not need to refer to the entire poem or her mother's death in the response.]
- 4.4 The sadness of the poem is directly linked to the critical response that we as the readers might feel on the woman's behalf. We find the supervisor's comments hurtful and demeaning in that the duties would take precedence over the woman's grief. We might consider the overall tone of the poem distressing, heart-breaking, sad and troubling but the poet's use of "but today" (line 24) shows that the woman will overcome the situation in which she finds herself. She will be triumphant (despite the sadness) as she remembers her mother. There is an argument to be made that the contrast of her mother's memory in relation to the "sweep dust/and think of mama" (lines 25–26) links to the poignancy of the situation.
- 4.5 The intention of both poets is to make critical comments about human interactions based on class (cleaner/supervisor/office worker) or race (black/white). Both poets are commenting that all people are the same and should be treated equally but their criticism of society is that this is not happening. Sepamla says that the heart "go-go da same" and that no person "diflnt to anader" and focuses our attention on the inequality that occurs. Barry is critical of the superficiality of the relationships (in this case between the cleaner, supervisor and the office workers). She mentions "if they'd look up/they could tell" but they don't; again commenting on how people are oblivious to the needs of others because they (in this case the workers) are too preoccupied with their own lives and existences. The supervisor highlights that her role as cleaner is more important than her role as a daughter in mourning. The pain experienced by all is the same but only some are given an opportunity to grieve. Sepamla's poem's intention is similar to that of Barry's poem's intention in that both consider the humanity of people instead of race.

QUESTION 5 VISUAL LITERACY

- 5.1 The sentence structure positions the reader to view the use of single-use plastic bottles as a serious problem. "Once it's thrown away it turns into a weapon" focuses on the periodic complex nature of the sentence. The main idea "it turns into a weapon" is the focus. It is important to note that the plastic bottle only becomes a weapon "Once it's thrown away" suggesting that we have a choice in this "war". The simple sentence "Stop the war!" with its implied subject (You) emphasises to the reader her/his role in this process.
- 5.2 The use of the straw (visual) down the animal's throat is directly linked to the verbal details that encourage readers not to "suck the life from our oceans". The pun (both verbal and visual) is based on our understanding of the single-use of straws to 'suck' up liquid. The action of swallowing the straw will lead to the animal's death.
[Candidates need to show an understanding of 'pun' in their response. Both verbal and visual details must be referenced to be awarded full marks.]
- 5.3 The person whose head is covered by a bag will clearly die if the bag is not removed. The slogan, 'choose a bag for life, not for death' reinforces the idea that single-use plastics kill animals, people and the planet.
- 5.4 Both advertisements represent clear examples of "shockvertising". The candidates should be able to make a clear case for either BUT they must make reference to both texts and the definition of "shockvertising" in their response. The use of vulnerable animals might elicit more comments about disturbing images while other candidates will comment on the use of a human figure being suffocated. Both texts will "frighten" and use "scare tactics and elements of fear" but it will depend on the candidate's argument and the descriptors.
- 5.5 The advertisement (Text 7) comments on the danger of the single-use plastic bag and the way in which it is killing the planet. The cartoon underpins this intention by showing that plastic bags are killing the animals in the ocean. It undermines it somewhat as it is NOT ONLY plastic bags that are causing harm. As such mankind will need to start banning other harmful elements to protect nature.
- 5.6.1 The advertisement places a young boy central and close-up. The close-up focuses our attention on the boy's eyes and the sense of desperation we perceive because he does not have any shoes. The main call of the campaign is spread across his face so that we have no option but to look into his forlorn eyes. The #Justdonateit below the boy's face calls us to immediate action. The name of the organisation on the right of the advertisement also pulls at our conscience to give and not destroy our old shoes.
[Award full marks only if reference is made to both verbal and visual details.]
- 5.6.2 "Believe us, there are a lot of people in need of shoes." Is grammatically correct because the subject (You) is implied.

QUESTION 6 LANGUAGE

- 6.1 6.1.1 The brackets are supplying us with additional information as in the meaning of the word G.R.O.S.S./It is parenthetical.
- 6.1.2 The hyphens are creating a compound adjective.
- 6.2 valor/valour or behavior/behaviour
- 6.3 Calvin asked Hobbes whether/if he had been smooching the enemy and wanted him to tell the truth.
[Deduct ½ mark for incorrect use of 'whether/if', 'had been smooching', and not joining the sentences correctly.]
- 6.4.1 The ellipses before and after "Oh Yeah" show the realisation and resignation that his mom "is kind of a girl, sort of ..." He is fairly defeated by Hobbes' logic and truth.
- 6.4.2 It's a mature word that usually refers to removing someone from a religious setting. When looking at the origin it is clear that it works in the context of what Hobbes is saying to Calvin. Calvin should be removed from the 'club' and as such will not 'communicate' with the club members. The movement from 'out (of) common to all' to 'excluded from communication with the faithful' represents Hobbes' intention.
- 6.5 Calvin would agree with the quotation because it is as a result of his mother that he has reinvented his club's rules. It suits him to change the rules.

Total: 100 marks