



NATIONAL SENIOR CERTIFICATE EXAMINATION
SUPPLEMENTARY EXAMINATION – MARCH 2019

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.

Please note: these are guidelines only; accept any valid variations of expression and response throughout the paper, provided these indicate comprehension on the part of the candidate.

SECTION A COMPREHENSION

QUESTION 1 MAKING MEANING OF TEXTS

Questions 1.1 to 1.18 relate to Text 1.

- 1.1 Register is informal (tech-savvy = colloquial term).
- 1.2 Title: "Tech-savvy"
Par. 1: "kids" or "tech"
- 1.3 Yes; the subject matter is focused on teens and people being discussed are teens. (No mark will be awarded for YES.) (Given that teens use informal register in communicating with each other, the register is appropriate.)
- 1.4 It draws the reader in and hints at the point of the article that teens have superior tech savvy.
- 1.5 To teens' talent/ability/savvy/development of skills regarding technology.
- 1.6 Personal computer
- 1.7 The word is not used literally. These are not really toys – technology is expensive, and the use of technology is not restricted to entertainment. One would thus not expect technology to be referred to as "toys".
- 1.8 The writer is an adult. Pronouns such as our in "our children" shows that she includes herself in the adult camp.
- 1.9 Outdone/outperformed/exceeded
- 1.10 Adults see technology as one of many other useful aspects of life, whereas for teens, life cannot be imagined without it – for teens, technology in many respects *is* life.
- 1.11 This means that they are not afraid or put off when they encounter tech problems – they simply attempt to fix them, and usually get them right too. An acquired/natural skill at doing something (gift/talent/flair, etc.)
- 1.12 Humour is created by referring to old-fashioned bands that parents/ adults liked such as the Bee Gees, to make the point that if you say "**the** Facebook", you are out of step with the times – old-fashioned. Appropriate reference from par. 6.
- 1.13 To explain the meaning **OR** to supply information (words to this effect).
- 1.14 The privacy setting on Facebook, since this has to do with one's internet safety and security.

- 1.15 C – serious.
- 1.16 A sad fact is that people prey on teens/the youth online. Teens do need adult care, guidance, and help.
Open answer. Reward clear, valid, well-expressed views. (2/1/0)
- 1.17 Teens don't use their tech skills to show off, or to show others up (such as parents). This is admirable. They also see how technology can benefit our society and our planet.
- 1.18
- It gently teases about the fact that parents (reading this) need to watch – and possibly re-watch – tech tutorial videos because they are slower learners.
 - Playfully alludes to the difference in tech skills between teens and adults.
(One reason)

Question 1.19 refers to BOTH Text 1 and Text 2.

- 1.19 Both Text 1 and the jokes in Text 2 show that:
- teens have superior knowledge about technology, compared to adults.
 - in Text 1 we read that teens are "naturally adept".
 - but that "adults freeze", for example. (There may be other suitable refs.)
 - the first joke clearly explains the acronyms but the adult/mom misses this completely.
 - the second joke shows teens' ability to find things with brief keywords (speed and efficiency) but parents/adults take the long, time-wasting "old" road.
(Words to this effect for all of the above)

SECTION B SUMMARY

QUESTION 2 SHOW UNDERSTANDING BY SUMMARISING

MARKING

- Each CORRECT CONTENT point is worth 2 marks, i.e. $5 \times 2 = 10$.
- Mark only one relevant content summary per point – ignore any other content in the same point.

PENALTIES

- Allow up to 70 words.
- Indicate all errors (grammar, spelling, punctuation), including incomplete sentences.
- 0–3 errors: no penalty; 4–6 errors: –1 mark; 7 or more errors: –2 marks.

SUGGESTED CONTENT POINTS: TOO MUCH SCREEN TIME MEANS THAT:

| ORIGINAL QUOTE | OWN WORDS |
|---|--|
| <ol style="list-style-type: none"> 1. "Teens who spend the most time in front of a screen had the biggest increase in body fat." 2. "If you're still texting after lights out ... robbing yourself of ... sleep you need ... ability to concentrate and to function ... goes downhill." 3. "Video games ... can make you more aggressive and less caring and sympathetic ... likely to be more grumpy ... get angry ..." 4. "... the more TV ... or screen time ... the more likely you are to be depressed ... takes time from other fun activities ... unrealistic messages about what you should look like or ... own ..." 5. "... unrealistic messages ... to feel good about yourself." | <ol style="list-style-type: none"> 1. We risk unhealthy weight gain because we move less and are urged to eat more. 2. If we lose sleep because of screen time, we could struggle to focus and concentrate during the day, which can jeopardise school success. 3. Too much screen time can make us feel depressed because we lose out on the mood benefits of varied physical and leisure activities, or we compare our lives to others' and feel that we are losing out. 4. Video games affect our emotions and behaviour. Some can make us aggressive, less patient and even violent. 5. Screen content may make us dissatisfied with ourselves/make us feel lacking, when in fact, we could be happy as we are. |

NOTE: PERSON – 1st person plural most probably since teen is writing summary for fellow teens. Accept 2nd person.

SECTION C POETRY

QUESTION 3 MAKING MEANING OF POETRY

SEEN POEMS

TEXT 4 – ANTHEM FOR DOOMED YOUTH by *Wilfred Owen*

- 3.1 The octet/octave and sestet structure is closer to a Petrarchan sonnet but the rhyme scheme is mostly Shakespearean so this sonnet has elements of both sonnet types.
- 3.2 The octet/octave is set mostly in the horrors of the battlefield whereas the sestet takes the reader to the soldiers' home and family setting.
- 3.3 Prayers
- 3.4 OPEN. Suggested answer: Owen questioned the sanity of war – his questioning here is thus in line with his views on the subject.
- 3.5 The rituals of religion, such as a funeral service with prayers, and choirs are rendered useless on the battlefield; even when soldiers hastily try to re-create these practices, they seem to bring little or no relief or comfort for the loss. (Ref: lines 5–8)
- 3.6 An anthem is a formal hymn of praise and high respect; the title suggests the **youthful** soldiers will be respectfully laid to rest but the opposite is the case (irony). Rather, they are in fact "doomed".

TEXT 5 – *i thank You God for most this amazing* by *e.e. cummings*

- 3.7 He only uses capital letters for God, or pronouns for God. This shows the poet's high regard for God, as compared to himself and us human beings.
- 3.8 "Yes" comes after words such as "natural" and "infinite", thus aligning these descriptions of God with the word "yes". The word "yes" also alludes to all things positive and good and praiseworthy, which matches the overall message of the poem. Placed at the end of the line – climax/ emphasised.
- 3.9 The speaker has been born in spirit/as if experiencing life better than before, richer than before, more meaningfully and closer to God than before. A new start. Spiritual rebirth.
- 3.10 believe in **OR** *never doubt God.*

- 3.11 He heard and saw God over and beyond his natural senses/in a higher/spiritual dimension./Like seeing/hearing/experiencing God for the first time.
- 3.12 Throughout the poem, the poet includes images of nature's beauty that we perceive through our senses, e.g. the "greenly spirits of trees" or the "blur true dream of sky", and which make it impossible for us to doubt God's existence (stanza 3).
- 3.13 OPEN. Accept any valid answer.

QUESTION 4 MAKING MEANING OF POETRY

UNSEEN POEM

TEXT 6 – JUST BE *by Jacob Reinhardt*

- 4.1 Admiration and envy
- 4.2 He admires them because they are **free** from any pressure to do things by law (such as filling in tax forms) or to be anything other than they "are", i.e. he envies this freedom (wishes he were free too).
- 4.3 The wind whispers like a person to him; it is effective because it seems that this natural force of nature treats him as part of nature – which he seems to wish to be.
- 4.4 To simply be himself – without any pressure or expectation to fit in.
- 4.5 He feels free/great peace/He doesn't feel pressurised. "I don't need to go anywhere or be anything".
- 4.6 He seems to let go of electronic devices ("widgets and gizmos"), just as teens are encouraged to do sometimes in the summary text.

SECTION D COMMUNICATIVE LANGUAGE

QUESTION 5 ADVERTISEMENT

- 5.1 Kulula flights are being advertised to a South African target market.
Use own discretion if candidate refers to another target market, other than a South African one.
- 5.2 "Howzit", which means "how are you" in Standard English.
"Dig" which means "love"/"like".
- 5.3 The three SA cultures mentioned here are all doing things that are typical to another culture, which shows that we all engage across the boundaries of our own personal culture, e.g. Afrikaans-speakers singing a Zulu song, "Tokoloshe".
- 5.4 5.4.1 (compound) adjectives
5.4.2 hyphens
- 5.5 Let us turn up the beat (more difficult – they must see the homophone).

QUESTION 6 CARTOON

- 6.1 Weblog
- 6.2 Apostrophe (for contraction/omission) you are.
- 6.3 Apostrophe for possession. The superpower of/belonging to Grandma.
- 6.4 Their mouths are agape/wide open and their eyes wide open too. Amazed/surprised.
- 6.5 The serious issue being comically illustrated here is that children are no longer able to remember basic information, but the elderly (whom we expect to have memory loss) have the ability to recall information because they simply have to (without over-dependence on technology). Have we made progress??

QUESTION 7 TEXTUAL EDITING

- 7.1 7.1.1 of
- 7.1.2 effects (noun)
- 7.1.3 various
- 7.1.4 than
- 7.2 *We protect our skin but what about our eyes?* (needs ?)
- 7.3 too
- 7.4 cool here = fashionable; the temperature is cool today, so we may need a jersey.
- 7.5 There should be a full stop (not a comma) after "all"; ("Dark" is the start of new sentence).
- 7.6 allows and lets
- 7.7 The correct sunglasses must be chosen (by me). "By me" not necessary.
- 7.8 Craig Smith told Lebo that she would be glad that she had paid extra for good sunglasses.

Total: 100 marks