



NATIONAL SENIOR CERTIFICATE EXAMINATION
MAY 2021

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 "public battlefield" positions the reader to view Twitter as dangerous. The "public" forum has deteriorated into a "battlefield" where people are bound to be hurt.

[The candidates are not required to identify the title as a metaphor.]

- 1.2 The author makes it clear that the effort to be nasty is removed by making the comments instant. In previous years, the writing of a letter took effort and commitment to voice your outrage. Now Twitter allows for people to share their opinions and outrage and create a "feedback loop of outrage".

- 1.3 The "feedback loop of outrage" means that as people offer their opinions and commentaries so the information loops. The idea of the feedback loop suggests a continuous loop constantly fed by the information and the outrage posted by online viewers. As one person comments so the next person adds their commentary to the section, and it fuels the continuation of the loop. It is effective in outlining the writer's point that one comment leads to another which is the writer's intention – highlighting the danger of the "feedback loop of outrage".

[Candidates do not need to identify that it is a metaphor to obtain full marks.]

- 1.4 The writer talks about Twitter being "influential [...] more influential than it should be". The diction immediately suggests that the speaker is dismissive of the power that Twitter seems to have. She also seems to be condescending of its role in shaping "public discourse more than any other single platform in the world today". She is questioning of Twitter's success but realises that this is because of the "mainstream news outlets" legitimising Twitter because they "regurgitate" tweets. The use of "regurgitates" suggests a process of vomiting food that has been swallowed. In this case the food is news. It is second-hand. She also comments on public figures who, despite being submissive of Twitter and claiming that it is "fundamentally disconnected from real life", are unable to stay away. This refers to the attraction that all people seem to have for Twitter.

[The candidate's response must include a discussion on **tone** and **diction** to be awarded full marks.]

- 1.5 1.5.1 Woke Twitter refers to people who believe themselves to be socially aware and alert to injustices, particularly racism. The writer seems to be criticising those who are socially aware for their insistence in their role as the morality police. They are eager to call out anyone online. Similarly, she is criticising the ease with which they trawl online looking for any "hint of privilege or – phobia". The "digital public square" has become a "public battlefield" with the "Woke Twitter" becoming the "morality police" who make judgements on all information and make the final decision.

1.5.2 Yes – if the concept of "Woke Twitter" is considered as a single body then the writer should have used "is" and "digital equivalent".

No – if the concept of "Woke Twitter" is considered as a collection of multiple people then the current use of "are" and "digital equivalents" is correct.

[Candidates can argue either point, but they must make specific reference to the single/plural understanding of "Woke Twitter" and the implications of that understanding on is/are and equivalent/s.]

1.6 Despite deactivating her own Twitter account (from paragraph 4), the writer (Sarah Britten) would be **supportive** of Gary Lineker's decision not to leave Twitter. The writer suggests that you must be a "pachyderm" if you are "to survive Twitter" even though she states that the "thoughtful majority" need to stay on to defeat the "mindless few". The writer suggests that those left on Twitter (in addition to the "pachyderm") are the "angriest, loudest and most self-righteous".

Her view in paragraph 7 could be used to argue that she is **not supportive** of Lineker's decision. Her reference to "pachyderms" and "centrists" in a derogatory manner, highlight her views about the only kind of people who survive Twitter. Similarly, she talks about the "discursive space" becoming a space where objective views are criticised and brutally rejected by Twitter users.

[The candidates would need to refer to the fact that the tweet suggests that leaving Twitter is accepting that the "mindless few" have in fact "defeated the thoughtful majority" and then link it to the writer's view.]

1.7 In paragraph 8 the speaker makes use of rhetorical questions. The register suggests a colloquial approach to the situation. She seems to be appealing to the reader to understand the various problems associated with Twitter. The complex sentences (particularly "If you wanted to engineer ... come up with Twitter") highlights the extremes to which the author is going, to make it clear what the users are doing. The repetition of "our" and the examples of the "worst aspects of the human character" highlight the extremes. For example, "our gleeful nastiness" and, "our hypocrisy" emphasise the anger directed at humanity. The accusatory tone supports the writer's intention. The shift occurs at the beginning of paragraph 9 as the writer seems to change the focus and highlights the positives associated with Twitter. She starts this by stating "Yes, Twitter can be good". She ends paragraph 9 with a soulful sense of nostalgia as she mentions how she misses the positives of Twitter in "I miss that", again showing how Twitter has changed.

1.8 The simplicity of the sentence highlights the importance of its message. The repetition of the words "The problem ..." focuses on who is responsible for the state of Twitter. In this case the single-line paragraph emphasises that the problem is humanity or "us".

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.

QUESTION 3 SEEN POETRY

- 3.1 The king and his people are presented as separated from one another. The king is clearly not in touch with the needs of his people. His separation and lack of contact with his people is evident in the speaker's description of himself as "idle" and he continues to "mete and dole/unequal laws as unto a savage race". He knows the laws are "unequal" suggesting that the king has not adjusted his manner of ruling despite the change in his people. The people, in turn, are described by the king as people who "hoard, and sleep, and feed" and more importantly "know not [him]". This description reinforces the idea that their relationship is not as it was.
- 3.2 Metaphor. The speaker's attitude is determined, committed to his dream, longing, hopeful and a sense of defiance to his current situation. He states that "all experience is an arch" that "Gleams" of the "untravell'd world whose margins fades". He is suggesting that by looking through the "arch" representing life he sees the experiences that he has not yet had. He is suggesting that as one travels and experiences life, the more one yearns to continue doing that. The speaker uses this as part of his justification for wanting to leave.
- 3.3 Eleanor Cunningham could be viewed as wanting to live life to the fullest. She celebrates her 100th birthday by sky diving. She is clearly wanting to "live each day like it is [her] last". Both Cunningham and Ulysses believe that "Old age hath yet his honour and his toil". Neither Cunningham nor Ulysses believe that their respective ages should act as barriers to their continued living. Both Ulysses and Cunningham believe that although "We are not now that strength which in old days/moved earth and heaven ..." she is "equal temper of heroic hearts" and she will "strive", "seek" and "find" and not "yield". She similarly states that one should go after one's dreams and never lose the child inside of you. Neither wants to "pause" or "rust unburnish'd" and both are determined "To follow knowledge like a sinking star".
- 3.4 The diction in both poems contributes to our understanding of the father-son relationships presented. Each poem presents a different relationship between the fathers and the sons. Ulysses seems to take pride in his "own Telemachus" and he seems comfortable to leave the sceptre and isle in his hands. He is "well-loved" and will complete "his work" in a manner that the speaker sees as "blameless". The use of these words focuses the reader on understanding the faith shown in Telemachus by Ulysses. The words suggest a loving and kind relationship. In contrast to this, the father in Van Wyk's poem has a "fuming temper" and spews out his words in "anagrams of fee fo fi fum" and shows how the speaker has defined himself as different from his father as the speaker uses "pairs of alliteration/and an air of assonance". Ironically, the father has "bequeathed" everything "except the words". Ulysses is granting Telemachus control/rule over the people as Telemachus is the correct leader for the people. There is a sense that Ulysses and Telemachus are working together in this transition period. In contrast, the speaker in "I Have my Father's Voice" and his father seem to be in opposition and aggressive to one another.

QUESTION 4 UNSEEN POETRY

- 4.1 The speaker reinforces the idea of a recurring daydream through her use of "re-enter[s] that room" and "A mental reunion". The use of "re-enters" suggests that this has been done previously and highlights that the reunion is not physical but rather "a mental reunion".
- 4.2 The speaker's use of "I" and "you" ensure that we realise the significance of this relationship and the intention that the speaker is perhaps not over the "Ex". The present tense of "swim", "romanticize", "fantasize" and "realise" all lead to the present continuous or "am clinging". The shift from simple present to present continuous highlights the possibility that the speaker is not over the "Ex". It is also important that the "I" is completing all the action and it is clearly not returned by the "you".
- 4.3 The speaker is presented as fairly desperate. The participle use of "Digging", "Bringing" and "Raising" all reveal the urgency of her emotional state. Similarly, the second part of each of those lines referring to "bones", "tears" and "questions" all show the lack of closure. The mention of the speaker opening up this daydream in her head highlights her emotional situation.
- 4.4 There is a distinction between being "Lonely" and being "Alone". The poet is stating that she is clearly alone because of the lack of companionship with this person. If she had used the word "lonely", she would have come across as more desperate in her isolation or solitary state. "Alone" focuses the mind to her isolation but there is a strength that seems to come through.
- 4.5 The quotation "Sadly enough, the most painful goodbyes are the ones that are left unsaid and never explained" seems to be relevant to both. Both speakers present elements of vulnerability and seem to be struggling with the sense of loss. It seems as if the speaker in "The Tenant" is speaking to a potential love interest. As part of their discussion, the speaker in "The Tenant" says that the previous tenant has left "some luggage" and it comes across in a moment of vulnerability that he "didn't even evict her" indicating that the loss is unexplained. Similarly, the woman in "Ex" states that "The truth remains/With you". She is making herself particularly vulnerable as she comes across as desperate in her memories of the lost love and she is responsible for the "resurrection" and lets him "rest". Both speakers are presented as vulnerable and Harnisch's quotation present their respective relationship failures as "the most painful goodbyes" because these endings are "left unsaid and never explained". We never truly understand why either relationship has ended.

QUESTION 5 VISUAL LITERACY

- 5.1 The "pioneer" in TEXT 5 is seen as "bold", "unrestrained" and aiming for "the stars". She is clearly a business woman starting her design business. She is encouraged to "go [her] own way". She is strong and determined. Similarly, the vet in TEXT 6 is seen as "Selfless", "courageous" and "compassionate". He will "change the world" and will "also go [his] own way". He is standing in front of his "VET" clinic and is willing to help the young child and dog. The bank positions its customers as young go-getters who are determined to succeed while changing the world.
- 5.2 5.2.1 The implied subject (You) adds to the sense of support that the bank provides to its customers. Similarly, the implied (You) "Join the bank" suggests an instruction and action for the potential customer. If you would like to be like the businesswoman then this is what you are required to do. The tone is encouraging and supportive of the young people who want to succeed. The complex sentences and the repetition of "the bank that" in the first and second sentences adds to the role that the bank plays in their lives. It is the bank that "value[s] hard work" and "appreciates your character".
- 5.2.2 The inclusion of the sentence "The bank that appreciates your character through success and failure." suggests that the bank is not afraid of failure. It is accepting of failure. They want to see the person's response to failure as possibly resilience and fortitude in the face of failure. They are suggesting that their clients' character is determined in both success and failure.
- 5.3 The values in TEXT 7 would certainly be similar to the values in TEXT 6. Both texts seem to be centred on family-styled values. There is a strong focus on the next generation. Both texts indicate visual details of adults caring for the well-being of vulnerable members of the community. The young son is spending time with this dad and the vet is looking after the dog which the young child has brought to the Veterinary Clinic. The adults represented in the texts are in positions of authority and are seen to be caring and showing concern. The father in the cartoon wants to spend time with his son. He is questioning the type of "spending" he wants to do with his son. Despite the cost of education as indicated in the newspaper headline, the father values education as indicated by the book that they are reading together. Similarly, the vet (and perhaps the young boy) are seen as "selfless", "courageous" and "compassionate". The values presented in Text 6 also suggest that these are people "who care to change the world".
- 5.4 The inverted commas are referring to the common expression/term "back to school" or it could also be referring to the quotation from another text.
- 5.5 5.5.1 There is ambiguity in the sentence. The sentence starts by stating that the career is the most important thing, but the manipulation of the sentence then switches to the fact that the children are the most important thing. This is the intention of the advertisement. Family is more important than a career and with the appropriate investment, you can make family your focus.

- 5.5.2 The colon indicates the introduction of an explanation. "For all life's twists and turns:" there is a solution – "Flexible financial plans".
- 5.5.3 The advertisement serves the interests of the advertiser: the insurance company. The company wants potential new clients, but they are focusing on the values that people would want: spending time and focusing on their families. The traditional focus on finance and salaries is secondary.

QUESTION 6 LANGUAGE

6.1 The visual is of a magnifying glass over a fingerprint. The fingerprint shows us a list of rights ("Freedom of expression/Freedom of assembly ... citizenship") that apply to all South Africans. As South Africans it is important that we know what our rights are and how they form part of our identity. The magnifying glass links to knowing your rights while the integration of these rights, as part of our fingerprints, links to our identity. The magnifying glass zooms into and emphasises our rights.

6.2 It is a grammatically correct sentence. [1] The sentence begins with a gerund ("Knowing") but the subject is implied (Your). [1]

6.3 The commas can be separated into two functions:

Indicating a phrase in parenthesis:

"All South Africans, irrespective of race, gender, creed or sexual orientation, are guaranteed human rights and protection before the law."

Indicating a list:

"All South Africans, irrespective of race, gender, creed or sexual orientation, are guaranteed human rights and protection before the law."

6.4 6.4.1 South Africa celebrates its diversity.

6.4.2 [The candidates are required to focus on the difference between the meaning implied by "of freedom" compared to "since democracy".]

"Freedom" heightens the struggle and the fighting that took place to give everyone the rights mentioned in the advertisement. "Democracy" while still powerful, does not seem to carry the same power as freedom does. "Democracy" is perceived as a "once-off situation" while "Freedom" seems to be a continuous and daily fight.

6.5 6.5.1 [The candidates should show a clear understanding of satire in their response.]

Using humour, irony, exaggeration or ridicule, the cartoonist exposes and criticises people's stupidity or vices. The focus of satire is on politics or topical issues. This cartoonist draws our attention to the "Human Wrongs" that are taking place instead of the rights that our society should display. There is a clear play on the words "rights" and "wrongs". The cartoonist has "Freedom of Expression" and is able to display her/his unhappiness through the cartoon. Part of the cartoon is about respecting each other's rights which the newspapers suggest we are not. It is an effective example of satire.

6.5.2 The boy asked if this/that were Human Rights Day because all he could see were human wrongs!

The boy asked whether this/that was Human Rights Day as all he saw were human wrongs!

[Each underlined section is awarded one mark. The two comments should be combined into one complex sentence to be awarded full marks. The candidates will not be penalised if they inadvertently make mistakes in rewriting the sentence. They will be awarded marks for correctly writing the underlined sections above.]

Total: 100 marks

**DESCRIPTORS FOR EVALUATING RESPONSES DETERMINED
BY MARK ALLOCATION AND COGNITIVE SKILL**

A 5-mark question that requires extended abstract thinking. The response demonstrates understanding, application, analysis, complex inference and/or synthesis, evaluation or appreciation.	
Marks	Skills
5	<p>The excellent response:</p> <ul style="list-style-type: none"> • is complete and detailed, making specific reference to more than one element of the required text(s). • makes insightful links between the question and the text(s). • provides evidence that understanding can be transferred to a new context. • integrates all elements, making connections and demonstrating a clear understanding of how the parts contribute to the whole.
4½–4	<p>The very good response:</p> <ul style="list-style-type: none"> • makes specific reference to the required text(s). • makes accurate links between the question and the text(s). • provides evidence that understanding can be applied to familiar contexts. • integrates the key elements, making connections and demonstrating a clear understanding of how the parts contribute to the whole.
3½–3	<p>The average response:</p> <ul style="list-style-type: none"> • refers to the required text(s) in a general way without addressing all aspects. • makes simple, underdeveloped links between the question and the text(s). • could be complete, without the required references or evidence. • does not demonstrate an understanding of the significance of the whole determined (does not clarify/establish the significance of the whole).
2½–2	<p>The incomplete response:</p> <ul style="list-style-type: none"> • refers to the text(s) in a general way. • is inaccurate or simplistic. • demonstrates concrete thinking and an incomplete understanding of the elements.
1½–0	<p>The very partial response:</p> <ul style="list-style-type: none"> • refers to the text(s). • does not answer the question because of a lack of understanding.
1–0	<p>The inadequate response:</p> <ul style="list-style-type: none"> • attempts to deal with only one aspect of the question, but does so very poorly. Very limited understanding displayed.

A 4 mark question that requires relational thinking. Demonstrates understanding, application, analysis, complex inference or synthesis. This answer could require evaluation or appreciation.	
Marks	Skills
4	<p>The excellent response:</p> <ul style="list-style-type: none"> • is complete, addressing all aspects of the question and drawing them together accurately. • links all the ideas and provides the required evidence. • demonstrates understanding applied to familiar contexts. • integrates all elements, making connections and demonstrating a clear understanding of how the parts contribute to the whole.
3½–3	<p>The good response:</p> <ul style="list-style-type: none"> • shows that the significance of each element is understood, but an aspect of the answer is not clearly explained. <p>or</p> <ul style="list-style-type: none"> • addresses each element, but does not successfully link them. • is not entirely convincing and/or does not convey a clear understanding of how the parts contribute to the whole.
2½	<p>The average response:</p> <ul style="list-style-type: none"> • is multi-structural, but addresses the elements in an incomplete or flawed way. • does not link elements or does not demonstrate an understanding of the significance of the elements. • omits or misunderstands a key element.
2	<p>The incomplete response:</p> <ul style="list-style-type: none"> • is one-dimensional, omitting more than one element. • indicates a flawed understanding of the question and/or the text(s).
1½–0	<p>The very partial response:</p> <ul style="list-style-type: none"> • attempts to address aspects of the question, but indicates only partial understanding. • does not answer the question because of a lack of understanding.
1–0	<p>The inadequate response:</p> <ul style="list-style-type: none"> • attempts to deal with only one aspect of the question, but does so very poorly. Very limited understanding displayed.

A 3 mark question that requires multi-structural thinking. Demonstrates understanding, application, analysis, inferential comprehension of implied and figurative meanings.	
Marks	Skills
3	The excellent response: <ul style="list-style-type: none"> • engages with all aspects of the question and provides the required evidence. • indicates a clear understanding of the significance of each element.
2½	The good response: <ul style="list-style-type: none"> • is multi-structural, but not integrated. or <ul style="list-style-type: none"> • is convincing but incomplete. • provides evidence if required.
2	The average response: <ul style="list-style-type: none"> • is either one-dimensional, without sufficient evidence, or is superficial and general. • does not provide enough relevant justification. • demonstrates that the candidate understands the issue.
1½	The incomplete response: <ul style="list-style-type: none"> • demonstrates a flawed or incomplete understanding of what has been asked. • indicates an understanding of the text/s. • attempts to use the text/s to answer the question, but reasoning is concrete or simplistic.
1–0	The inadequate response: <ul style="list-style-type: none"> • indicates only partial/limited/no understanding of this aspect of the text/s.

A 2 mark question that requires uni-structural thinking. Demonstrates understanding and application, literal comprehension and reorganisation.	
Marks	Skills
2	The excellent response: <ul style="list-style-type: none"> • is complete and accurate.
1½	The good response: <ul style="list-style-type: none"> • is partially complete and accurate. or <ul style="list-style-type: none"> • is complete and mostly accurate.
1–0	The incomplete response: <ul style="list-style-type: none"> • Includes only one half of the required response or is inaccurate.