NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2020

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.

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SECTION A COMPREHENSION

QUESTION 1 MAKING MEANING OF TEXTS

Title:

1.1 1.1.1 **objective**. ✓ (1)

1.1.2 For **two** marks ✓✓ the candidate must give a clear reasoning for why the word "Science" makes the article appear more objective. For example: Most people will assume that the inclusion of "science" indicates that there has been research/it is factual/has been proven about the topic of teenagers and their sleeping habits, etc. (2)

Paragraph 1:

1.2 For **two** marks ✓✓ the candidate is to state that the reader felt that the doctor's (Russel Foster's) statement, that making teens go to school early in the morning as being unfair (one mark) is not an intelligent comment (one mark) to make. (2)

Paragraph 2:

1.3 Six years later more and more academic institutions are realising the benefits of adapting the academic day to suit teenagers' sleeping patterns OR that the academic day should start later. ✓ UOD (1)

1.4 D – think of the way teenagers sleep. ✓ (1)

Paragraph 4:

1.5 For **two** marks ✓✓ the candidate must use the information from paragraph 4 in his/her own words. The most relevant information for the candidate would be that during puberty sleeping and waking times get later and continue until around 19,5/21 years old. (2)

Paragraph 6:

1.6 The candidate will be awarded marks for an additional factor ✓ and for the motivation. ✓
The candidate is to choose one of the following factors ✓ (this may not be a biological factor):
Parents being less strict about bedtimes, **or** not giving the importance of sleep enough attention, **or** free access to digital/electronic devices, and then the candidate is to give a reason why his/her chosen factor plays the most important role in a teenager not getting enough sleep. ✓
For example: Being able to stay on your phone/pc late into the night will prevent you from getting enough hours of sleep before you have to wake up. UOD (2)

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Paragraph 7:

1.7 Teenagers are going to bed later and not getting sufficient sleep **because of early school starting times**. ✓ (1)

Paragraph 8:

1.8 The fact that teenagers are only getting 5 hours of sleep a night instead of the required 9 hours a night, cause them to fall asleep in class. ✓ The candidate may be awarded the mark if he/she indicated that teenagers are not getting enough sleep and therefore falling asleep in class. (1)

1.9 A "school night" refers to a night where the next day would be a school day, ✓ e.g. Sunday to Thursday nights. (1)

1.10 For **two** marks ✓✓ the candidate must refer to both "dozing" **and** "sleeping". **Dozing** would be intermittent, light and brief sleeping and waking, ✓ while **sleeping** would be a more continuous action of not being awake in a state of reduced consciousness. ✓ (2)

Paragraph 9:

1.11 The candidate is to **give** the two benefits. The candidate is not required to write in his/her own words: Sufficient sleep assists with retaining information learnt ("memory consolidation"), ✓ and being able to think creatively and give out of the box solutions to difficult problems ("generate innovative solutions to complex problems"). ✓ (2)

1.12 The alternative is to be **more formal**. Spelling does not count. For example: irritable/bad-tempered/angry/annoyed/irritated UOD (1)

Paragraph 10:

1.13 Teenagers often try to compensate for lack of sleep by using stimulants ✓ (such as 'energy' drinks, drinks with a lot of sugar in and sometimes smoking), believing that this will help them stay awake when they are tired. ✓ (2)

The answer needs to capture the 'incorrectness' which is taking a stimulant at the wrong time of the day.

Paragraph 11:

1.14 This is an open-ended answer. For **two** marks ✓✓ the candidate must give two plausible suggestions on taking sleep more seriously. These suggestions can range from examples in this paragraph or their own suggestions relating to information from this passage. UOD

For example: Going to bed at a more sensible time so that the recommended 9 hours of sleep can be had/to not rely on stimulants to compensate for a lack of sleep/to stay away from electronic devices just before bed time, etc. UOD (2)

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Paragraph 12:

1.15 Only award a mark for the correction.
dependant – **dependent** ✓
behavior – **behaviour** ✓ (2)

Paragraph 13:

1.16 "collectively" ✓ (1)

Text 2: Graph

1.17 1.17.1 The candidate may either indicate TRUE or FALSE (✓), with a motivation for (✓) mark.
If the candidate has stated true, the argument would be that the maximum 9,5 hours is close to half the 18 hours required for a new-born baby. If the candidate has stated false, the argument would be that the maximum of 9,5 hours sleep required for a teenager is not half of 18 hours required for a new-born baby. (2)

1.17.2 For **two** marks ✓✓ the candidate must give a clear reasoning for his/her answer showing an understanding of the message of the passage (1 mark) and understanding of the bar chart (1 mark).

If a candidate indicates **yes** in Question 1.17.1 a possible answer would be: The passage explains that teenagers are not getting sufficient sleep and that research shows that later school starting times would alleviate this, (✓) and the bar chart assists by showing how much sleeping time a teenager needs. (✓)/this is clearly not representing the message of Text 1.

If a candidate indicates **no** in Question 1.17.1 a possible answer would be: The passage discusses the research done on how more sleep is needed for teenagers to perform optimally and how they are not getting sufficient sleep due to biological and other external factors, (✓) yet the bar chart only shows the hours of sleep people of all ages require. (✓) (2)

30 marks

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SECTION B SUMMARY

QUESTION 2 SHOW UNDERSTANDING BY SUMMARISING

The summary is FIVE points from the article that could assist <u>friends</u> with their poor sleeping habits, in point-form not exceeding 70 words.

Any FIVE of the following:

	ORIGINAL	**POTENTIAL RESPONSES – Words to this effect**
1.	"don't have a mobile, tablet, TV or computer in the bedroom at night,"	Do not have electronic devices in the room as they disturb sleep.
2.	"regular exercise helps you sleep more soundly,"	Exercise often as it is good for you and helps you sleep better.
3.	"Suggest that your teenager drinks less caffeine – particularly in the 4 hours before bed. Too much caffeine can stop them falling asleep and reduce the amount of deep sleep they have".	Do not drink caffeine, especially close to bedtime as it interferes with your deep sleep/ may have you struggling to fall asleep.
4.	"Encourage your teenager to get into a regular bedtime routine".	Get yourself into a consistent bedtime habit.
5.	"Ensure your teenager has a comfortable sleeping environment"	Make sure your bedroom is conducive to sleep.
6.	"Talk to your teenager about anything they're worried about"	Talk to someone/parents about your problems so that you do not lie awake at night worrying about them.
7.	"Encourage your teen to not sleep in for hours at weekends. Late nights and long lie-ins can disrupt your body clock and leave you with weekend 'jet lag' on Monday morning."	Do not oversleep at weekends as this negatively affects your sleep cycle and makes you feel exhausted on a Monday morning.
	IMPORTANT: **There are 7 points that can be identified. Candidate to select 5.**	

MARKING:

- Mark up to a maximum of **74 words** and then draw a double oblique stroke. Nothing after the double oblique stroke will be marked.
- Mark allocations:
  5 facts = 2 marks each (a partially presented fact is awarded 1 mark)
- Penalties:
  Underline all language, sentence construction and grammatical errors.
  0–3 errors: **no marks** subtracted.
  4–6 errors: subtract **1 mark** from the total.
  More than 7 errors: subtract a **maximum of 2 marks**.
  In paragraph format: subtract **1 mark** from the total.
  Lifting from the passage, indicate as a quotation with a Q in the margin: treated as **1 language error**.
  If the candidate has not adjusted the points for the correct audience (friends not parents): subtract an overall mark of **1**.

10 marks

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SECTION C POETRY

SEEN POETRY

QUESTION 3 MAKING MEANING OF POETRY

Refer to Text 4: "Futility"

3.1 "Futility" is an elegy, as the poem considers the serious topic of death ✓ and mourns the loss of the life of a young soldier. ✓ (2)

3.2 3.2.1 Every morning, even as a young boy on the farm and as a soldier here in France, the sun rising used to wake him up. ✓ (1)

3.2.2 For **two** marks ✓✓ the candidate must refer to both examples used that describe the sun as a positive force.

- The sun is associated with positive experiences like rousing a person in the morning ✓
- The sun is associated with assisting plants/seeds to grow. ✓
- The sun awoke the soil of the earth/ part of the creation. ✓
- The sun has been awakening the soil since creation.

(Any two for 2 marks) (2)

3.3 A tone of confusion/bitterness/disillusionment/sadness. ✓ UOD (1)

3.4 The sun is directly responsible for life ✓ on Earth, transforming the planet from a "cold star" to a fertile world. ✓ (2)

3.5 The speaker in the poem asks whether the whole process of life ✓ emerging from the Earth, was just so that it could die. ✓ (2)

3.6 As the poet was a soldier, he would also have experienced the hardships of war and death of soldiers, giving him a better understanding of the experience of war/As a first person narrator the poet experienced first-hand the futility of war ✓ UOD (1)

AND

Refer to Text 5: "Lament for a dead cow"

3.7 This poem is dedicated as a sad song about the death of someone, in this instance to the cow, Wetu, who has died. ✓ (1)

3.8 For **two** marks ✓✓ the candidate must refer to the fact that the image shows the shape of a crescent moon, which is compared to the shape of cow's horns (1 mark). Both having sharp ends with which to throw something into the air (1 mark). (2)

3.9 The candidate is to indicate that Wetu was a **positive** force ✓ in the family's life, with such a pleasant nature from which the family benefitted in so many ways. (1)

3.10 3.10.1 A metaphor. ✓ (1)

3.10.2 For **two** marks ✓✓ the candidate must refer to both the importance of rain in Africa to ensure that the land is fed (1 mark), and the importance of milk to this family to feed and sustain the family (1 mark). Thus that both milk and rain ensure life. (2)

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Refer to Text 4: "Futility" and Text 5: "Lament for a dead cow"

3.11 The candidate must indicate one of the poems (do not award any marks for the poem chosen) and then **two** marks ✓✓ for a strong reasoning for the choice of poem to show a clear understanding of the poem.

For example: A candidate that chose "Futility" could explain that the impact of this poem lies in the message that life is more or less a waste of time, as we are brought to life to die/or that the poem speaks of the horrors and death associated with war. A candidate who chooses "Lament for a dead cow" can explain that the impact of this poem lies in the hardship and survival required in Africa and how a poor family would mourn the loss of their cow as it was instrumental in sustaining them. Accept a broad range of answers. (2)

[20]

UNSEEN POETRY

QUESTION 4 MAKING MEANING OF POETRY

Unseen poem (Text 6): "Have You Earned Your Tomorrow"

4.1 The speaker is asking whether you have had a positive impact on someone in your association with them. ✓ (1)

4.2 For ✓ mark the candidate is to give any example of a complimentary remark/comment someone would have to say about them (appearance or character). UOD (1)

4.3 C – rude ✓ (1)

4.4 Modern man is always in a rush and doesn't seem to have the time to care about his fellow-man. ✓ (1)

4.5 For ✓✓ marks the candidate must make reference to life being short/ passing by quickly/time is running out (1 mark) and therefore we have little time to do good deeds (1 mark). (2)

4.6 4.6.1 hopeless UOD ✓

4.6.2 … has courage/remains courageous/goes about it courageously ✓ (words to that effect). (2)

4.7 A "scar" would be the remains of a hurt, and in context to the poem it would mean that your actions caused someone hurt. ✓ UOD (1)

4.8 We earn another day on this earth by being kind and thoughtful towards other people and really showing consideration for them. ✓ (1)

[10]

30 marks

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SECTION D COMMUNICATIVE LANGUAGE

QUESTION 5 ADVERTISEMENTS

Text 7: Monster Energy Drink

5.1 (Energy drinks are known to have a lot of sugar in and/or caffeine). An energy drink supposedly gives you more energy. ✓ (1)

5.2 The candidate can answer **yes or no** (no marks are awarded for the yes or no). For ✓✓ marks the candidate must engage with the concept of being superhuman (a monster) due to drinking this energy drink (1 mark) and express whether they felt that the slogan "Become a Monster" is effective (1 mark). For example: The slogan **is effective** as it refers to the fact that you are able to do things that you would not be normally be able to do such as be awake and rule the city at 4am in the morning, or the slogan **is not effective** as you do not need to change from being human to be efficient at 4am/the concept of becoming a monster could have a negative connotation in society (anti-social behaviour) and this could put people off using this energy drink. (2)

5.3 For ✓✓ marks the candidate must choose one **visual** aspect (1 mark) and explain its effectiveness (1 mark). Visual aspects to choose from: the green-coloured sky, the black outline of the buildings/the person on the bike doing tricks/the claw logo – (**do not accept** the text 'at 4am, it turns into your playground'). For example, the green-coloured sky is effective as it gives a nightmarish look to the advertisement, which fits in with the theme of monsters/the black outline of the buildings is effective as it indicates a city still asleep while the person who has had an energy drink is awake at 4am performing tricks/the claw logo is effective as it indicates the power of a monster's claws ripping through something. (2)

5.4 5.4.1 The advertisers are implying that this energy drink gives you the power to be awake at 4am "owning the city". ✓ (1)

5.4.2 At teenagers/adults who want more energy (so that they can have fun). ✓ (1)

5.5 The candidate is to indicate a yes or no answer (no marks are awarded for the yes or no). For ✓✓ marks the candidate must explain why he/she said yes or no as to the effectiveness of banning the sale of energy drinks to under 16s. For example it is good to ban the sale of energy drinks to children under 16 as the energy drinks are high in substances such as sugar and caffeine and this is not healthy and will interfere in their necessary sleep requirement, **or** it is not effective to ban the sale of energy drinks to under 16s as teenagers are very creative and will still find a way of getting hold of the drinks, and banning something like this is also just going to make these young teens really interested in exploring with them to find out why they cannot purchase them. ✓ UOD (2)

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The following questions refer to Text 8: Nytol

5.6 *Nytol* is used to assist with the relief from sleep disturbances. ✓ (1)

5.7 For ✓✓ marks the candidate must explore the clever advertising tactic used in this advertisement. So many people use cell phones and text/post things on various social media platforms. It is a very real possibility posting something you may regret and then wanting to delete the post. This situation is something that can prevent you from sleeping (1 mark). The advertisers now state that you can use their product *Nytol* to overcome lying awake **and** stop worrying about what you did (1 mark). (This product is used by people who cannot sleep/people who suffer from sleep deprivation). (2)

5.8 The candidate is to understand the play on words with the name of the product *Nytol* being used as 'nyt = night' for stating that when you use this product you will have a good night's rest/#SayGoodNytol = sounds like Say good night/bye to … ✓ (1)
[13]

QUESTION 6 CARTOONS

6.1 The candidate may make mention of either Jeremy being on his cell phone or that he looks sulky and doesn't look at his mother/Jeremy is very curt when talking to his mom while he is busy on his cell phone. ✓ (1)

6.2 Jeremy does not want to tell his mother he is going to a party as she would probably not allow him to go. ✓ (1)

6.3 6.3.1 Frustration/exasperation/anger/irritation/irritability. ✓ UOD (1)

6.3.2 For ✓✓ marks the candidate must list 2 clues: The word MO-OM written in capitals/The word MO-OM in red/The exclamation mark Jeremy's mouth wide open (choose 2). (2)

6.4 The snake-tongue implies that Jeremy is telling a lie (as he is going to a party). ✓ (1)

6.5 Mothers always know when their children are not telling the truth/Mothers know everything. ✓ (1)
[7]

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QUESTION 7 TEXTUAL EDITING

Refer to Text 10 before answering the questions.

7.1 to/with ✓ (1)

7.2 reliably ✓ (spelling counts). (1)

7.3 humor – humour ✓ (1)

7.4 The apostrophe indicates a contraction. ✓ (1)

7.5 (A light went on in the house next door,) **didn't** ✓ **it**? ✓ (2)

7.6 7.6.1 owed ✓ (1)

7.6.2 didn't ✓/ did not? (1)

7.7 life ✓ (1)

7.8 ourselves (1)
[10]

30 marks

Total: 100 marks

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