



NATIONAL SENIOR CERTIFICATE EXAMINATION  
NOVEMBER 2021

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

## QUESTION 1 COMPREHENSION

- 1.1 The author suggests that the curiosity and sociability of humankind are the reasons that we are drawn to the news. Being drawn to the news helps us understand the world and allows us to make connections with each other.

*[Candidates can only achieve 1 mark if they merely lift from the paragraph. The key phrases that need to be explained are: "curious and social creatures", "make sense of the world" and "connects us with our communities".]*

A 2-mark question that requires uni-structural thinking. Demonstrates understanding and application, literal comprehension, and reorganisation	
Marks	Skills
2	The excellent response: • is <b>complete and accurate</b> .
1½	The good response: • is <b>partially complete and accurate</b> . or • is <b>complete and mostly accurate</b> .
0–1	The incomplete response: • includes only <b>one half of the required response</b> or is <b>inaccurate</b> .

- 1.2 The author explains that we are either "passive" or "active" in our view of news. As "passive receivers", we receive the news via television and radio. There is no deliberate engagement from the viewer. We merely receive the content. This is a traditional one-way outlet. As "active consumers" we can "sculpt and cultivate" via our feedback of "likes and shares". As "active consumers" we can determine which content is suitable for us.

*[The focus of the answers must be on the meaning of "passive" and "active" and "receivers" and "consumers". The candidates must explain which one is more desirable in the 21<sup>st</sup> Century.]*

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: • <b>engages with all aspects</b> of the question and <b>provides</b> the required evidence. • indicates a <b>clear understanding of the significance</b> of each element.
2½	The good response: • is multi-structural, but <b>not integrated</b> . or • is convincing but <b>incomplete</b> . • <b>provides evidence</b> if required.
2	The average response: • is either <b>one-dimensional</b> , without sufficient <b>evidence</b> , or is <b>superficial and general</b> . • does not provide enough <b>relevant justification</b> . • demonstrates that the candidate <b>understands the issue</b> .
1½	The incomplete response: • demonstrates a <b>flawed or incomplete understanding</b> of what has been asked. • indicates an <b>understanding</b> of the text. • <b>attempts to use the text/s</b> to answer the question, but reasoning is concrete or simplistic.
0–1	The inadequate response: • indicates only <b>partial/limited/no understanding</b> of this aspect of the text.

- 1.3 The author argues that people are more consumed by news than ever before. He states that more people consume their news online "53%" than via print "25%". This focuses our attention on the "active consumers" aspect of his argument. This supports his argument that there has been an increase in online consumption. However, "63%" of the people polled in a survey stated that they "watched television news", which suggests a "passive receiver" approach. The statistics undermine his argument with the increase in online consumption. The statistics also undermine his argument as it states that television consumption is "still the most popular". The author's use of "But perhaps surprisingly" and "Nevertheless" are important indicators to undermine and then enhance his focus.

*[Candidates need to discuss the various statistical examples given but some may note that there is no indication of the sample group or size. This might be an example of how the statistics undermine his argument.]*

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

- 1.4 PTSD or Post Traumatic Stress Disorder is an example of an initialism. The letters of the four words are shortened to four letters which are pronounced independently and not said as a word.

*[Candidates need to explain their reasoning. Markers should accept "abbreviation" and the explanation thereof.]*

- 1.5 The anecdote suggests that both readers and writers (journalists) are at fault for the situation in which we find ourselves. We are reliant on each other. Writers (journalists) give us the negative stories because they know that we (readers) want to read them. The anecdote of the newspaper publishing only good news and losing readership shows the readers' need for the negative stories and links to his argument about the "negativity bias". There is a power dynamic between the reader and the writer as explored by the anecdote.

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

- 1.6 The "negativity bias" is when we pay more attention to negative information. We tend to ignore the positive information. The negativity bias tends to "make the world appear worse than it truly is". This results in readers focusing on the negative stories on social media which the author calls "doomscrolling". They are synonymous in the sense that they refer to focusing on the negative news.

*[Candidates can argue that the terms are not synonymous but rather that they have a causal relationship. "Negativity bias" leads to "doomscrolling" which might in turn lead to a further developed "negativity bias".]*

A 2-mark question that requires uni-structural thinking. Demonstrates understanding and application, literal comprehension, and reorganisation	
Marks	Skills
2	The excellent response: • is <b>complete and accurate</b> .
1½	The good response: • is <b>partially complete and accurate</b> . or • is <b>complete and mostly accurate</b> .
0–1	The incomplete response: • includes only <b>one half of the required response</b> or is <b>inaccurate</b> .

- 1.7 The author's tone could be described as encouraging, informative, educational, instructive, or factual. This is supported by his definition of both types of media: traditional and social. "Traditional media tends to focus on the facts, whereas stories, rumours, and human-interest pieces are prioritised on social media." He instructs his readers to "Empower [themselves]" and to understand their own "biases". The author's intention is to give his readers advice on how to avoid the traps of social media and news. He wants to create awareness about the readers' online consumption. He uses "First", "Empower" and "Our biases" to show the reader the steps to overcome the problems associated with the problems he has identified such as the differences between the types of news and how to overcome them.

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	The excellent response: • is complete, <b>addressing all aspects of the question</b> and drawing them together accurately. • <b>links</b> all the ideas and provides the required <b>evidence</b> . • demonstrates <b>understanding</b> applied to familiar contexts. • <b>integrates all elements</b> , making connections and <b>demonstrating a clear understanding</b> of how the parts contribute to the whole.
3½ – 3	The good response: • shows that the <b>significance of each element is understood</b> , but an aspect of the answer is <b>not clearly explained</b> . or • addresses each element but <b>does not successfully link them</b> . • is <b>not entirely convincing</b> and/ or does not convey a clear understanding of how the parts contribute to the whole.
2½	The average response: • is <b>multi-structural but</b> addresses the elements in an <b>incomplete or flawed way</b> . • <b>does not link elements</b> or <b>does not demonstrate an understanding</b> of the significance of the elements. • <b>omits or misunderstands</b> a key element.
2	The incomplete response: • is <b>one-dimensional</b> , omitting more than one element. • indicates a <b>flawed understanding</b> of the question and/or the text.
1½	The very partial response: • attempts to address aspects of the question but indicates only <b>partial understanding</b> .
1 – 0	The inadequate response: • attempts to deal with <b>only one aspect</b> of the question but does so very poorly. • <b>Very limited understanding</b> displayed.

- 1.8 The expression, in the context of the passage, is not suggesting that we should not watch the news. He explores that the "news is powerful and helps us stay connect and informed". His focus is on how we filter that news and allow it to influence our lives. He is raising our awareness and cautioning us. The author explores that we are constantly surrounded by news and as such need to understand how the news can influence us. One of the possible examples from TEXT 1 is linked to the news that we receive during a time of crisis. One of the results of absorbing all this news is that we can develop PTSD.

*[Candidates must show their understanding of the expression in the context of the passage. They must agree and/or disagree with the writer's opinion and might give examples from the text but this is not a requirement for full marks.]*

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

- 1.9 The author is warning his readers that they have been fooled through their use of social media and the "likes and shares" as these actions further influence the stories that appear on their feeds. His reference to the "negativity bias" would also be central to this cartoon as people might not necessarily understand how our "doomscrolling" impacts on how we understand or perceive the news. He hopes that as readers we might "take control of our news consumption rather than allowing it to control us" but the reality is that it might be too late in some instances. He is trying to convince us that we "have been fooled". He would not agree with the cartoon as Calvin is suggesting that too much knowledge leads to indecisive action. It becomes more difficult to know what to do when you have too much knowledge. The author would suggest that you need more information to be well-informed and able to make decisions that are appropriate. The cartoonist links being informed with "complexities and shades of gray" and that once you have this knowledge (or news in the context of the article) "nothing is as clear and simple as it first appears". The author would disagree with Calvin's view as he suggests that keeping informed and connect through the news is important.

[Award full marks only if the candidate refers to BOTH Text 1 and the cartoon.]

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	The excellent response: <ul style="list-style-type: none"> <li>is complete, <b>addressing all aspects of the question</b> and drawing them together accurately.</li> <li><b>links</b> all the ideas and provides the required <b>evidence</b>.</li> <li>demonstrates <b>understanding</b> applied to familiar contexts.</li> <li><b>integrates all elements</b>, making connections and <b>demonstrating a clear understanding</b> of how the parts contribute to the whole.</li> </ul>
3½ – 3	The good response: <ul style="list-style-type: none"> <li>shows that the <b>significance of each element is understood</b>, but an aspect of the answer is <b>not clearly explained</b>.</li> </ul> or <ul style="list-style-type: none"> <li>addresses each element but <b>does not successfully link them</b>.</li> <li>is <b>not entirely convincing</b> and/ or does not convey a clear understanding of how the parts contribute to the whole.</li> </ul>
2½	The average response: <ul style="list-style-type: none"> <li>is <b>multi-structural but</b> addresses the elements in an <b>incomplete or flawed way</b>.</li> <li><b>does not link elements</b> or <b>does not demonstrate an understanding</b> of the significance of the elements.</li> <li><b>omits or misunderstands</b> a key element.</li> </ul>
2	The incomplete response: <ul style="list-style-type: none"> <li>is <b>one-dimensional</b>, omitting more than one element.</li> <li>indicates a <b>flawed understanding</b> of the question and/or the text.</li> </ul>
1 ½	The very partial response: <ul style="list-style-type: none"> <li>attempts to address aspects of the question but indicates only <b>partial understanding</b></li> </ul>
1 – 0	The inadequate response: <ul style="list-style-type: none"> <li>attempts to deal with <b>only one aspect</b> of the question but does so very poorly.</li> <li><b>Very limited understanding</b> displayed.</li> </ul>

## 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: (10–8½)

- 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 for a vote-of-thanks speech**, 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: (8–7)

- 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 for a vote-of-thanks speech**, 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: (6½–5½)

- 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 a vote-of-thanks speech**, 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: (5–4)

- 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 for a vote-of-thanks speech** 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: (3–1)

- 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 for a vote-of-thanks speech.**
- 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 In the original version of the poem, the poet extends the personification to a simile which focuses on how the woman "knead[s]" the "dough". The primary figure of speech evident in the opening lines of the final version is personification. The reader understands that the storm is building up as "the wind [rocks]" and that the storm (or perhaps God) has "flung a menace" at both the earth and the sky. There is a sense of foreboding as the storm builds. This is underpinned by the use of "threatening tunes and low" which reveal the storm's approach. The imagery created in the original is "softer" (despite the undertones of malicious intent of woman kneading the dough with determination) than the edited version that seems to be more foreboding. The use of "kneading" while implying a consistent action does not come with the obvious violence associated with the storm.

*[Candidates need to refer to the imagery and diction in each version of the poem. The candidates are then required to explain which version they believe to be more effective.]*

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	The excellent response: <ul style="list-style-type: none"> <li>is complete, <b>addressing all aspects of the question</b> and drawing them together accurately.</li> <li><b>links</b> all the ideas and provides the required <b>evidence</b>.</li> <li>demonstrates <b>understanding</b> applied to familiar contexts.</li> <li><b>integrates all elements</b>, making connections and <b>demonstrating a clear understanding</b> of how the parts contribute to the whole.</li> </ul>
3½ – 3	The good response: <ul style="list-style-type: none"> <li>shows that the <b>significance of each element is understood</b>, but an aspect of the answer is <b>not clearly explained</b>.</li> </ul> or <ul style="list-style-type: none"> <li>addresses each element but <b>does not successfully link them</b>.</li> <li>is <b>not entirely convincing</b> and/ or does not convey a clear understanding of how the parts contribute to the whole.</li> </ul>
2½	The average response: <ul style="list-style-type: none"> <li>is <b>multi-structural</b> but addresses the elements in an <b>incomplete or flawed way</b>.</li> <li><b>does not link elements</b> or <b>does not demonstrate an understanding</b> of the significance of the elements.</li> <li><b>omits or misunderstands</b> a key element.</li> </ul>
2	The incomplete response: <ul style="list-style-type: none"> <li>is <b>one-dimensional</b>, omitting more than one element.</li> <li>indicates a <b>flawed understanding</b> of the question and/or the text.</li> </ul>
1 ½	The very partial response: <ul style="list-style-type: none"> <li>attempts to address aspects of the question but indicates only <b>partial understanding</b>.</li> </ul>
1 – 0	The inadequate response: <ul style="list-style-type: none"> <li>attempts to deal with <b>only one aspect</b> of the question but does so very poorly.</li> <li><b>Very limited understanding</b> displayed.</li> </ul>

- 3.2 The poet uses personification when describing the actions of the "leaves" and "dust". In the examples, the inanimate objects are given human characteristics when the "leaves unhooked themselves" and the "dust did scoop". The simile extends out of the second example where the dust is likened to "hands" doing the action. The poet also uses "threw away the road" to indicate the action suggesting human characteristics. The active participation by the elements of nature suggest and their agency and willingness. The various examples of action assist the reader in understanding the frantic response to the coming storm. It is interesting that the leaves and dust are doing the action and there is no mention of any people's responses to the storm.

*[Candidates must identify one figure of speech and then discuss its effectiveness in assisting the reader to understand what the poet is saying.]*



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

- 3.3 The poet has used repetition to heighten the sense of urgency of the oncoming storm. The listed events appear in quick succession and indicate the movement of the "wagons", "thunder", "lightning", "birds" and "cattle" as the storm approaches. The movement of the storm is deliberate while all things affected by the storm are moving fast and chaotically. The wagons "quicken" to hide from the storm. The storm is taking its time and "hurried slow" and this menacing action reminds the reader about how threatening the storm is. The "lightning showed a yellow beak/ And then a livid claw." moves the storm to a heightened position as the urgency develops. The enjambement of the lines concluding with a "livid claw" emphasises the threatening nature of the storm. The urgency of the situation is created through the repetition of "the" and adds to the mood which is ominous/foreboding/threatening. It emphasises the reality of the situation.

*[Candidates might discuss the use of the definite article and the listing of the content after "the". They must refer to the content and the meaning of the lines.]*

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Marks	Skills
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2½	The good response: <ul style="list-style-type: none"> <li>is multi-structural, but not integrated.</li> </ul> or <ul style="list-style-type: none"> <li>is convincing but incomplete.</li> <li>provides evidence if required.</li> </ul>
2	The average response: <ul style="list-style-type: none"> <li>is either one-dimensional, without sufficient evidence, or is superficial and general.</li> <li>does not provide enough relevant justification.</li> <li>demonstrates that the candidate understands the issue.</li> </ul>
1½	The incomplete response: <ul style="list-style-type: none"> <li>demonstrates a flawed or incomplete understanding of what has been asked.</li> <li>indicates an understanding of the text.</li> <li>attempts to use the text/s to answer the question, but reasoning is concrete or simplistic.</li> </ul>
0–1	The inadequate response: <ul style="list-style-type: none"> <li>indicates only partial/limited/no understanding of this aspect of the text.</li> </ul>

- 3.4 Both poets use unconventional usage of punctuation and an experimentation with verse. The structure of "The Wind begun to rock the grass" is important when considering the punctuation and verse used by the poet. The use of dashes is primary in our understanding of the mood created. The dashes used are effective in maintaining the pace of the oncoming and foreboding storm. The dramatic pauses contribute to the sense of anticipation of the rapidly approaching and imposing storm. The poet capitalises the beginning of each sentence and each line acts independently as they develop the sense of storm's turmoil. Each element building on the next. Similarly, the use of the enjambement in lines 14–17 focuses the attention on the rain falling from the sky. The enjambement heightens our emotions as we experience the anxiety caused by the storm. In addition to this, the use of "one drop of giant rain/And then as if the hands/That held the dams had parted hold/The waters wrecked the sky," indicate the violence and aggression that is evident in these lines. The mood of these lines are furthered through the use of enjambement. It is menacing. Ending the poem on the dash enforces the idea that the storm came and left as quickly causing damage to all aspects, except "my father's house". Despite the storm's passing, the final dash leaves the reader with a lack of completion. The first three stanzas are one sentence and end on a full stop describing the arrival of the storm. Stanzas four and five are one continuous thought at the height of the storm. The dashes are vital in showing the attack of the storm as sudden and violent. The semi-colons, commas and full stops act as pauses in the storm. The momentary periods of calm are also a precursor to the violence brought by the storm. The poet's use of a regular metre in the poem builds on the expectation of the storm. 8/6/8/6 is characteristic of Dickinson's work.

In "nobody loses all the time", the narrative structure of the poem in free verse gives us a biographical nature of Uncle Sol's life. The irregular rhythm and rushed rhyme of the poem adds to the light-hearted tone with which the speaker tells the seemingly nonsensical story. The mood of pathos and poignancy is emphasised that only in death can Uncle Sol finally succeed. The punctuation of "i" when compared to the punctuation of "Uncle Sol" reminds the reader that the uncle is the focus of the narrative. Similarly, the poet's lack of punctuation in the name of the song "McCann He Was A Diver", shows the reader that the poet does not need to focus on the song but rather on Uncle Sol's action. The enjambement and disorganised structure throughout the poem allows the reader to understand the nature of Uncle Sol's life. The natural speech patterns and the chaos of Sol's life and his resultant failures are evident. The final stanza uses the brackets for parenthesis and when interrogated shows the irony implied by the poet. It seems, rather than an after-thought, to be the focus of the poet. The speaker reminds us that even though he is a failure, he is ultimately successful.

*[Candidates need to refer to the extract and discuss both poems equally for the full marks. Candidates need to explore how punctuation and verse in both poems influence the mood in each poem and give quotations to support their answers.]*

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

## QUESTION 4 UNSEEN POETRY

- 4.1 The poet uses questions "Fetch?" and "Catch?" as part of exploring the distractable nature of the dog. Similarly, the commas, caesura, dashes, and movement of content from bunny to leaves to squirrel in line 3, "Bunny, tumbling leaf ...", add to how the dog is moving from one thought to another. This thought continues with the dog sniffing the wind and then running "off again". It dives in the "muck, pond, ditch, residue/of any thrillingly dead thing." Each of these elements reveal how the dog moves with a sense of haste from one idea to the next.

[Candidates need to explain how their chosen specific techniques show how the dog is easily distracted.]

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

- 4.2 The speaker is trying to understand why the "you" seems so distant. The speaker suggests two possible reasons with "Either" and "or" and shows a sense or attitude of concern/worry towards the "you". The speaker clearly knows from the two options that the "you" is "sunk in the past" and perhaps mourning "what you never can bring back" and describes the "you" as absorbed in a "fog" focusing on "tomorrow". The speaker is sympathetic to the "you" and the melancholy in which "you" finds himself.

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

- 4.3 The dog in the poem is suggesting that its goal is to "unsnares time's warp" on its owner. The use of "(and woof!)" focuses our attention on the onomatopoeic sound created by the dog's barking and how it might be used as a way of "retrieving" the owner who is described as a "haze-headed friend". The parenthesis suggests that the sound is heard but perhaps at a distance and allows the reader to realise the depth to which the "you" is absorbed.

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

- 4.4 The metaphor describes the dog's barking as "a Zen master's bronzy gong" and it is used to "call you [the owner] here" out of his state-of-mind. The barking is then reflected as someone banging on the gong and the onomatopoeia of the barking "bow-wow, bow-wow, bow-wow", highlights this continuous noise and its intended effect.

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"> <li>is complete and accurate.</li> </ul>
1½	The good response: <ul style="list-style-type: none"> <li>is partially complete and accurate.</li> </ul> or <ul style="list-style-type: none"> <li>is complete and mostly accurate.</li> </ul>
0–1	The incomplete response: <ul style="list-style-type: none"> <li>includes only one half of the required response or is inaccurate.</li> </ul>

- 4.5 "Golden Retrievals" is a sonnet and develops the argument using 3 quatrains and a couplet. The poet uses the first quatrain to explore the nature of the dog, the second quatrain to show how the owner is not coping, while the third quatrain suggests what the dog is meant to do. The final two lines (couplet) then give evidence of what the dog does. While it is not a traditional Shakespearean sonnet in terms of the rhyme scheme, it does follow a mostly regular metre. There is a shift in terms of the direction of the poem in line 9 as indicated by "or". The poet's intention in this sonnet is to focus on the speaker's relationship with his owner and to suggest the closeness of the relationship.

"No longer mourn for me when I am dead" is a traditional sonnet and uses 3 quatrains and the rhyming couplet. It allows the poem to develop its argument in each quatrain and to conclude in the rhyming couplet. The change in direction "O!" also shows the shift in the poet's focus and argument. The closing lines/rhyming couplet shows the reader the counter point and allows us to see his intention: revealing his wishes that the "you" forgets the speaker. The quatrains develop the speaker's argument and comments about his death and the intention of convincing the lover in the final couplet the speaker's argument is augmented by his reasoning that should the lover continue to mourn, the world will "mock you".

*[Candidates need to identify the specific elements of the sonnet and link the argument in each poem to that structure and each poet's intentions.]*

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	The excellent response: <ul style="list-style-type: none"> <li>is complete, <b>addressing all aspects of the question</b> and drawing them together accurately.</li> <li><b>links</b> all the ideas and provides the required <b>evidence</b>.</li> <li>demonstrates <b>understanding</b> applied to familiar contexts.</li> <li><b>integrates all elements</b>, making connections and <b>demonstrating a clear understanding</b> of how the parts contribute to the whole.</li> </ul>
3½ – 3	The good response: <ul style="list-style-type: none"> <li>shows that the <b>significance of each element is understood</b>, but an aspect of the answer is <b>not clearly explained</b>.</li> </ul> or <ul style="list-style-type: none"> <li>addresses each element but <b>does not successfully link them</b>.</li> <li>is <b>not entirely convincing</b> and/ or does not convey a clear understanding of how the parts contribute to the whole.</li> </ul>
2½	The average response: <ul style="list-style-type: none"> <li>is <b>multi-structural</b> but addresses the elements in an <b>incomplete or flawed way</b>.</li> <li><b>does not link elements</b> or <b>does not demonstrate an understanding</b> of the significance of the elements.</li> <li><b>omits or misunderstands</b> a key element.</li> </ul>
2	The incomplete response: <ul style="list-style-type: none"> <li>is <b>one-dimensional</b>, omitting more than one element.</li> <li>indicates a <b>flawed understanding</b> of the question and/or the text.</li> </ul>
1 ½	The very partial response: <ul style="list-style-type: none"> <li>attempts to address aspects of the question but indicates only <b>partial understanding</b>.</li> </ul>
1 – 0	The inadequate response: <ul style="list-style-type: none"> <li>attempts to deal with <b>only one aspect</b> of the question but does so very poorly.</li> <li><b>Very limited understanding</b> displayed.</li> </ul>

**QUESTION 5 CRITICAL AND VISUAL LITERACY**

- 5.1 The advertiser's use of "TOGETHER" implying unity is heightened by the hands (one white and one black) linked. The assumption is that the hands are linked together as a symbol of unity so that they can fight and win "TOGETHER".

A 2-mark question that requires uni-structural thinking. Demonstrates understanding and application, literal comprehension, and reorganisation	
Marks	Skills
2	The excellent response: • is <b>complete and accurate</b> .
1½	The good response: • is <b>partially complete and accurate</b> . or • is <b>complete and mostly accurate</b> .
0–1	The incomplete response: • includes only <b>one half of the required response or is inaccurate</b> .

- 5.2 The sentences are commands/emphatic/imperative and show how the advertiser wants to implore people to unite in fighting for equality and gaining victory. The advertiser has used simple sentences with an implied subject. The assumption is that the implied subject is "WE" and heightens the message of working together to defeat inequality or injustices.

*[Candidates do not need to identify the simple sentence structure, but some candidates may offer it as part of the explanation. This should be accepted. They need to focus on the command of the sentence and how it links to the content or advertiser's message.]*

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: • <b>engages with all aspects</b> of the question and <b>provides</b> the required evidence. • indicates a <b>clear understanding of the significance</b> of each element.
2½	The good response: • is multi-structural, but <b>not integrated</b> . or • is convincing but <b>incomplete</b> . • <b>provides evidence</b> if required.
2	The average response: • is either <b>one-dimensional</b> , without sufficient <b>evidence</b> , or is <b>superficial and general</b> . • does not provide enough <b>relevant justification</b> . • demonstrates that the candidate <b>understands the issue</b> .
1½	The incomplete response: • demonstrates a <b>flawed or incomplete understanding</b> of what has been asked. • indicates an <b>understanding</b> of the text. • <b>attempts to use the text/s</b> to answer the question, but reasoning is concrete or simplistic.
0–1	The inadequate response: • indicates only <b>partial/limited/no understanding</b> of this aspect of the text.

- 5.3 The placement of the visual in the centre of the advertisement is essential in conveying the call to action. The close focus of the visual as the person looks directly into the camera highlights encouraging the readers' involvement. She seems to be shouting at the reader. The emboldened and capitalised text on the left-hand side of the visual also capture the readers' attention as it suggests an aggressive approach. The sense that these are the person in the visual's words add to our understanding that she wants us to join the fight. There is an urgency, insistence, aggressive, and forceful element to the advertisement and links to the "call to action" that is evident in the advertisement.

[Candidates do not need to discuss the specific verbal details.]

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

- 5.4 The diction explored in the two sentences shifts the readers' understanding of the advertiser's intentions. The "thrill of victory" highlights that idea that the cause will always win and there is an element of excitement. This would be the most appealing "call to action". The shift occurs when the advertiser uses "danger of battle". There is a possibility that the cause might not win, and that people might get hurt during the situation. The focus in this instance is on the word "danger". There is no guarantee of victory. This would undermine the advertiser's intention in attracting people to the cause.

[Candidates need to show an understanding of "thrill" and "danger" and "victory" and "battle" in their responses.]

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



- 5.5 The use of the question suggests an invitation to join the cause rather than demanding that the people join. The effect might be lost when using the question instead of the statement. Some people might respond better to being asked rather than being told. The command offers little choice to the reader while the question suggests that joining the fight is optional and undermines the strength of the "call to action".

*[Candidates can respond that either the statement or the question would be more effective. However, candidates must refer to both sentences to be awarded full marks.]*

A 2-mark question that requires uni-structural thinking. Demonstrates understanding and application, literal comprehension, and reorganisation	
Marks	Skills
2	The excellent response: • is <b>complete and accurate</b> .
1½	The good response: • is <b>partially complete and accurate</b> . or • is <b>complete and mostly accurate</b> .
0–1	The incomplete response: • includes only <b>one half of the required response</b> or is <b>inaccurate</b> .

- 5.6 5.6.1 The use of "WE" is inclusive. The advertiser suggests that everyone is in it together.
- 5.6.2 Some might suggest that starting a fight is not a way to win. It might be better not to fight and in that way you win. In terms of the logic, it might be considered an example of irony.

*[Candidates might make references to the social justice imperative that drives Amnesty International. This would imply that it is not an example of irony because the injustices need to be fought.]*

A 2-mark question that requires uni-structural thinking. Demonstrates understanding and application, literal comprehension, and reorganisation	
Marks	Skills
2	The excellent response: • is <b>complete and accurate</b> .
1½	The good response: • is <b>partially complete and accurate</b> . or • is <b>complete and mostly accurate</b> .
0–1	The incomplete response: • includes only <b>one half of the required response</b> or is <b>inaccurate</b> .

- 5.7 Text 7 reinforces the same request that people should "COME FIGHT [WIN] WITH US." The action is the same, but it is more focused on the "WIN" aspect of the campaign. The infographic suggests three options for involvement.

"Have a minute? and "ACT NOW" and the use of the exclamation marks add to the element of urgency depicted in TEXT 7. There is a call to "defend people's human rights" which link to the aspect of "COME FIGHT...WITH US." Despite these elements, the diction used suggest that this is not part of the "battle" as it is "online" rather than in person.

"Have an hour?" and "volunteer" and the visual of people coming together seems to be slightly more appropriate than the previous example. Despite this, and adding to the sense of urgency, this "call to action" is still as aggressive as TEXT 7 seems to imply. The "meet new people" sounds rather social but it does link to the "with us" from TEXT 7.

The most obvious level of involvement is "Have a bit longer?" so that people can "be there for people at risk" and you should "become a member today". There is a definite sense of calling people to action. The emphasis on "WIN" is more important than fighting. Winning is victorious while fighting indicates conflict. The emphasis on "have your say" links to the visual in TEXT 7 and assisting people "at risk" suggests a more active involvement and "call to action"

*[Candidates can argue that the advertisement is calling people to all three levels of action. They need to refer to the specific call to action elements in their responses.]*

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

- 5.8 The logo is a candle wrapped in barbed wire focusing on the extract which suggests that we should rather light the candle and stand in the darkness, cursing it. The barbed wire is suggestive of the problems or injustices in the world and the lighting of the candle as the calling to action. The lighting of the candle presents how humanity, despite being surrounded by difficulty, can still make a change in our communities.

*[Candidates need to refer to all elements of the visual and the extract to achieve full marks. They can argue that the logo is not effective in conveying the intention in the extract. The barbed wire is not particularly well articulated in the extract and there is no sense in the logo that the light wins, ultimately.]*

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

**QUESTION 6 LANGUAGE**

6.1 In Sentence A, there is a suggestion it looks similar/exactly like moss.

Sentence B suggests that while it looks like moss, and it is, one cannot underestimate the importance of the moss. It is not merely moss. It is part of the bigger conservation process.

*[Candidates do not need to discuss the grammatical use of "just". They may refer to the way in which the description is demeaning or belittling. They need to refer to the significant differences in meaning.]*

A 2-mark question that requires uni-structural thinking. Demonstrates understanding and application, literal comprehension, and reorganisation	
Marks	Skills
2	The excellent response: • is <b>complete and accurate</b> .
1½	The good response: • is <b>partially complete and accurate</b> . or • is <b>complete and mostly accurate</b> .
0–1	The incomplete response: • includes only <b>one half of the required response</b> or is <b>inaccurate</b> .

6.2 6.2.1 "It's" is a contraction of "it is" while "its" is the possessive adjective form.

*[Candidates do not need to identify "its" as adjectival. They should be awarded full marks if they state that "its" is possessive.]*

A 2-mark question that requires uni-structural thinking. Demonstrates understanding and application, literal comprehension, and reorganisation	
Marks	Skills
2	The excellent response: • is <b>complete and accurate</b> .
1½	The good response: • is <b>partially complete and accurate</b> . or • is <b>complete and mostly accurate</b> .
0–1	The incomplete response: • includes only <b>one half of the required response</b> or is <b>inaccurate</b> .

6.2.2 The pair of commas is used for parenthesis/provides additional information.  
(1) In this instance, it explains the time moss takes to grow./It informs the reader that it is a ten-year process. (1)

A 2-mark question that requires uni-structural thinking. Demonstrates understanding and application, literal comprehension, and reorganisation	
Marks	Skills
2	The excellent response: • is <b>complete and accurate</b> .
1½	The good response: • is <b>partially complete and accurate</b> . or • is <b>complete and mostly accurate</b> .
0–1	The incomplete response: • includes only <b>one half of the required response</b> or is <b>inaccurate</b> .

- 6.3 Moss is central to conservation process. The function of moss is that it acts as an "antidote" to the ills caused by society's growth – it is a remedy that "antedates" humanity.

Therefore, "anti-" refers to "against" while "dote-" refers to "given". As such, an "antidote" is given against something. Similarly, the prefix "ante-" means "before" while "date" is referring to "time/day" or a date before the present. Essentially, "antedate" is referring to moss pre-dating humanity's boots and is therefore considered more important because it acts as an "antidote" to mankind's destruction of the environment.

*[Candidates need to refer to the prefixes and the root words in their response and they should comment on how these words highlight the importance of moss in conservation. Markers should award ½ mark for each prefix and root word and use the 2-mark descriptor for the explanation]*

A 2-mark question that requires uni-structural thinking. Demonstrates understanding and application, literal comprehension, and reorganisation	
Marks	Skills
2	The excellent response: • is <b>complete and accurate</b> .
1½	The good response: • is <b>partially complete and accurate</b> . or • is <b>complete and mostly accurate</b> .
0–1	The incomplete response: • includes only <b>one half of the required response or is inaccurate</b> .

- 6.4 A pun is a play on words and the sentence "Conservation starts small" could be considered a pun. The aspect of small refers to the importance of moss which is itself "small" and the small steps that society can make to start the conservation process.

*[Candidates need to show an understanding of a pun and how it relates to the sentence. If the candidates are able to define "pun" they may be awarded 1 mark. Candidates exploring that it is not a pun need to explain their responses fully for full marks.]*

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**Total: 100 marks**