

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.

SECTION A COMPREHENSION

- 1.1 1.1.1 'ancient'
- 1.1.2 The candidate had to understand the following:
- Who we are
 - What our role is
- (ONE mark each)
- 1.1.3 'The greater narrative of our existence' refers to the entire/whole/ bigger/complete story./the meaning or reason for existence/The purpose or role in life.
- 1.1.4 Figuratively. We will not physically die just because we do not know who we are OR cannot determine our role in society.
- 1.2 1.2.1 UOD
communicate/share/conduct/give/impart/spread/tell/give/explain/
express/portray
- 1.2.2 D crucial
- 1.3 1.3.1 To put oneself in the shoes of someone else and feel/understand what that person feels./know how they feel/to experience (have experienced) similar situation (or words to this effect)
- 1.3.2 UOD
empathy OR sympathy
Evaluate candidate's response and award one mark if response links to first answer. (sympathy – feeling pity and sorrow for your friend. empathy – understanding your friend's sadness.)
- 1.3.3 UOD
Example: YES, animals do actually show empathy towards each other and towards humans.
OR
NO, empathy can only be given when the situation can be reasoned and analysed. Thus, animals cannot reason, they cannot show empathy. (Words to this effect.)
OR
NO, it is a uniquely human trait.
- 1.4 To highlight that the results of the research conducted has been confirmed over and over again.
- 1.5 **Storytelling:** verbal/written expression OR link between teller and listener. (words to this effect)
Doodling: symbolic expression/watch hidden processes of one's own mind/dialogue between the mind, the hand holding the pen/pencil and the eyes that perceive the symbols.

- 1.6 UOD
Must be a positive life lesson that was learned from a negative experience.
Show that it has altered the story of your life.
Paragraph of **40 to 50 words**.
- 1.7 1.7.1 YES
Storytelling enhances our lives and might even assist us as a coping mechanism. Storytelling and doodling are both ways for our subconscious mind to illustrate the story within the mind. Thus, they can be compared as both are about storytelling.
(Learners receive both marks when a clear link is made between storytelling and doodling.)
NO
The two cannot be compared as the one is in a verbal or written form whereas the other one is a drawing./There is a verbal connotation when storytelling takes place whereas when one doodles there is a personal link.
(Words to this effect.)
- 1.7.2 C inform.
- 1.8 Learners/Students Only students/learners would be wondering whether they can draw instead of write essays.
- 1.9 A **picture** conveys information/message more effectively than **words OR a picture** can tell a story just as well as many **words** can. (Candidate must refer to both the picture and the words in the response.)/Pictures are interpreted in different ways/telling a story.
- 1.10 UOD. No marks will be awarded if only a YES or NO is provided.
ONE mark for a well-formulated reason why the text can or cannot be seen as amusing.

SECTION B SUMMARY

QUESTION 2 SHOW UNDERSTANDING BY SUMMARISING

Any FIVE of the following are acceptable.

Quote from text	Own words
1. 'Those who doodled remembered more information than the non-doodlers after a lecture or a meeting.'	1. One remembers more information.
2. 'Theories suggest that doodling helps you to concentrate.'	2. Doodling helps with concentration.
3. 'Doodling is thinking in pictures.'	3. Doodling helps to visualise what needs to be done/solving problems.
4. 'Doodles can help you to recognise and express your emotions.'	4. Doodling can assist with expressing/understanding your feelings/emotions.
5. 'Doodling might be even better than colouring books for getting stress under control.'	5. Doodling alleviates stress/relax.
6. 'You'll learn better.'	6. It assists with learning./Making learning easier.

Markers are required to mark up to 64 words and then draw a double oblique stroke. Nothing after the double oblique stroke will be marked.

Mark allocation:

- 5 facts = 2 marks each.
- If a fact is partially presented, award one mark.
- Candidates will not be penalised for using bullets instead of numerals.

Penalties:

- Underline all language, sentence construction and grammatical errors.
- 0–3 errors: no marks subtracted.
- 4–6 errors: Subtract one mark from the total.
- 7+ errors: Subtract a maximum of 2 marks.
- In paragraph format: Subtract one mark from the total.
- Indicate a quotation as a Q in the margin. (A quote will be treated as 1 language error.)

SECTION C POETRY

QUESTION 3 MAKING MEANING OF POETRY

SEEN POETRY

- 3.1 It serves to emphasise the poet's admiration/love/respect/praise/ reverence for God./The choice of using lower case 'i' and then uppercase in 'You' and 'God' reflects the contrast between the smallness of humanity and the largeness of God. (Any one of these for one mark.)/It is simply a stylistic technique used by the poet. God is superior/bigger/most important.
- 3.2 C the speaker's feelings when looking at nature as the light hits the leaves of the trees
- 3.3 Inverted word order/inversion
- 3.4 (Any well-formulated response earns 2 marks. Can earn 1 or 2 marks)
Any ONE of the following for 2 marks:
To emphasise (positive descriptors):
- All that God has created here on earth.
 - 'Yes' is the great positive: it's the 'i do' or the 'i can'; it's the green in the forest. God is the Yes. The YES changes everything. The world becomes positive, and your spirit lightens up.
 - Most positive word he could find; appears he was at a loss for words.
OR
 - Word order: 'Yes' placed at the end of the line. To show that speaker cannot find the correct word to describe the beauty of nature.
 - 'Yes' is a powerful word associated with positivity/goodness/freedom of thought. The speaker uses the word 'yes' to portray his perception of/ admiration for God.
 - The word is there to highlight the wonder of the world and the religiosity of things.
- 3.5 'i who have died am alive again today,' (line 5)
- 3.6 The lack of commas ensures that the tempo of the poem is faster./The idea of how every sense experiences God is uninterrupted. The speaker ensures that the reader has no time to form another perspective of this. /Speaker talking faster/Enhances the flow of the poem.
- 3.7 The speaker becomes aware of God's presence through hearing and/or sight. (words to this effect)/Awareness of God's presence or creation/ Spiritual rebirth of the speaker.
- 3.8 Mary (Jesus' mother) and baby Jesus/Maria and Christ/Virgin Mary

- 3.9 3.9.1 Enjambment
- 3.9.2 The cruel death of a child/child will die of hunger/can't save the child.
- 3.9.3 To accept the untimely death of her child./To accept the fact that he will die.
- 3.10 The short stanza signifies the little time the mother has left with her son./The mother's joy is short/life in refugee camps are short.
- 3.11 Most mothers have given up hope and are waiting for death.
- 3.12 'Ghost'/'skull'
- 3.13 It suggests that the mother is putting on a fake smile/a brave face./She is trying to be strong/putting on a façade/all for the sake of her child.
- 3.14 UOD
 Example: Never give up.
 Always be different. Do not conform to what others are doing.

QUESTION 4 MAKING MEANING OF POETRY

UNSEEN POETRY

- 4.1 'scribble' and 'doodle'
- 4.2 4.2.1 It is personification
- 4.2.2 UOD.
 Stick figures cannot play music from the car radio./ Stick figures cannot be friends.
- 4.3 In line 5 he uses 'they' to refer to his doodled figures, but in line 7 he uses '**we**' as if he has joined them. He is becoming part of his daydreams./ General interpretation to more personal.
- 4.4 The speaker states that a picture will be taken and the word 'cause' is used instead of 'because'. (Teenagers are fond of taking photographs with their phones and they often use slang.)/Reference to teacher made.
- 4.5 Boredom/anxiety/
 frustration/loneliness/concern/worried/annoyed/fear/terrified
 /depressed/irritation.
- 4.6 **UOD.** It must be evident that the parents were furious at the teenager.

SECTION D COMMUNICATIVE LANGUAGE

QUESTION 5 ADVERTISEMENT

- 5.1 Nescafé (coffee)
- 5.2 Yes, it does as the 'stars'/'galaxy' is beyond what we know.
- 5.3 Planet/Saturn/rocket/stars/astronaut (One mark for each of two things.)
- 5.4 Astronaut/Spaceman

- 5.5 B Rocket
- 5.6 'It all starts with a Nescafé'
- 5.7 Any person who likes coffee./Coffee drinkers
- 5.8 UOD (5–10 words)

QUESTION 6 CARTOON

- 6.1 6.1.1 'hang out with your friends' = spend time with friends
 'the web' = internet/The world wide web.
- 6.1.2 C Don't you have anything better to do ...?
- 6.2 I am
- 6.3 going to
- 6.4 Verb
- 6.5 A parent/mother/father/ older generation
- 6.6 thieves.
- 6.7 Candidate should write a sentence so that the meaning of **too** becomes evident:

 too much (I have eaten too much) OR
 as well (I was there too!)
- 6.8 The writer is not sure if NO is the correct response/ confused/doutful

QUESTION 7 COMMUNICATIVE LANGUAGE

7.1 7.1.1 **tirelessly**

7.1.2 **their**

7.2 Ms Tasmin Bernard said (that) in **her** work as a dog trainer **the year before/the previous year** , **she had been** called to many Doodle homes.

7.3 They are cute and fluffy puppies, **aren't they**?

7.4 The family **buys** large Poodle crosses for the children.

7.5 No, a Doodle **is not/isn't** a great family dog.

7.6 etc.

Total: 100 marks