



NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2023

ENGLISH FIRST ADDITIONAL LANGUAGE: PAPER II

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 **LITERATURE: *To Kill a Mockingbird* – Harper Lee**

QUESTION 1 **CONTEXTUAL QUESTIONS**

- 1.1 Ms Caroline Fisher is shocked when she finds that Scout can already read and write. She tells Scout that her father should not teach her anymore and that she will try to undo the harm Atticus has already done.

Ms Fisher gets angry at Scout and punishes her when Scout innocently explains to her that Walter is poor and does not have any money or food to bring to school.

2 marks: Ms Fisher's reaction when she discovers that Scout can read and write.

2 marks: Ms Fisher's reaction when Scout tries to explain Walter's situation to her.

- 1.2 One of the other children explains to her that there are many Ewell children and none of them attends school regularly. The welfare officer (truant lady) forces them to at least go to the school on the first day of school so that they can be enrolled. Then the teachers simply mark them absent for the rest of the year.

A brief background on the Ewells – 1 mark

How the government officials and the teachers handle the situation every year. – 2 marks.

- 1.3
- Walter is respectful when Ms Fisher addresses him, even though she embarrasses him when she wants to lend him money to buy food that he then has to repay the next day. The Cunninghams are poor, honest, hardworking and clean. None of them will take anything if they can't pay for it in some way. Scout says, 'They don't have much, but they get along on it.'
 - Up to now, Walter couldn't pass the first grade as he had to leave school to work on the farm. However, he plans to do so now as one of his younger siblings is now old enough to do his work.
 - Burris on the other hand is extremely rude to Ms Fisher. Little Chuck Little tries to warn her when he says, 'Let him go, ma'am. He's a mean one, a hard-down mean one.' The Ewells are lazy, dirty, rude and cruel.
 - Burris does not want to attend school and therefore he won't do so. Burris doesn't leave the class until he is sure Ms Fisher is crying.

2 marks – Walter's attitude towards Ms Caroline and school in general.
(Any relevant example from the novel)

2 marks – Burris's attitude towards Ms Caroline and school in general.
(Any relevant example from the novel)

- 1.4 Atticus suggests a compromise. She will go to school and he will allow her to read with him at home every night.
- 1.5 The reader gets to know that the Ewells are lazy, dishonest and cruel – which will also become evident during and after the trial of Tom Robinson e.g., how Bob Ewell treats Atticus (e.g., he threatens Atticus and spits in Atticus's face) and how he attacks Jem and Scout.

QUESTION 2 PARAGRAPH: PERSONAL RESPONSE

Content – relevant content, well-reasoned statements and examples from the novel.	10 marks
Language, style and register are appropriate; clear stance and overall convincing voice.	5 marks

Learner's own opinion/stance should be clearly expressed. Allow for both sides. Supporting detail based on but not limited to the text must be provided.

Possible content on why Mr Tate's decision is justified:

- Heck Tate knows that Arthur Radley killed Bob Ewell.
- He also knows that Tom Robinson did not rape Mayella Ewell but resisted her advances.
- When Bob arrived on the scene, Tom ran away.
- Mayella was then assaulted by her father.
- Bob accused Tom and, although he was innocent, Tom was found guilty by the racially prejudiced jury and was shot when he tried to escape from prison.
- Bob Ewell was looking for revenge on Atticus because everyone in the courtroom heard about his lifestyle during the trial.
- He waited under the tree to attack Jem and Scout.
- Arthur (Boo) Radley protected the children and saved their lives.
- Bob Ewell was drunk as usual and would have killed Arthur too.
- Arthur Radley should be acquitted, but that cannot be guaranteed as the innocent Tom Robinson was indeed found guilty by the jury.
- In contrast to Bob Ewell, Arthur Radley has never harmed anybody. He was mistreated and kept in isolation for so many years by his father and his brother that he became extremely shy and never leaves his house during the day. Being exposed in a public trial will be absolutely traumatic for him.
- Heck Tate says that Arthur Radley did everybody a favour when he killed Bob Ewell.

Possible content on why Mr Tate's decision is not justified:

- Although it is clear that Tom did not rape Mayella, he should not have stayed with her when he saw that she was alone that day.
- Any father who cares for his daughter would have suspected the man to be the aggressor in that situation.
- Tom should have gone to the police immediately after the incident had happened.
- Bob Ewell can't be held responsible for the fact that Tom tried to escape and was then shot by the guards.
- One can understand that Bob Ewell feels humiliated by Atticus Finch and wants revenge.
- Heck Tate does not know for sure that Bob would have hurt the children – maybe he only wanted to scare them.
- Heck Tate knows that Arthur Radley killed Bob Ewell.
- When someone is killed, the murderer should be arrested and put on trial, irrespective of the character of the victim.
- If the sheriff does not trust the court for justice, how can the rest of the people be expected to do so?
- The people of Maycomb respect and care for Atticus and his family. They will treat Arthur Radley as a hero and not as a criminal once the facts about the attack are known.
- In a way, Tom Robinson's death will be avenged when the facts about the attack become public.
- Use marker's discretion. Some candidates may argue that the law must take its course, irrespective of how people feel. Killing a person is wrong, no matter what the circumstances were.
- Accept religious reasons.

QUESTION 3 DIALOGUE

Expected content: NB No preamble of greetings and musings

The dialogue should explain why each of the characters mentioned is special to Atticus and should be included in the guest list. Possible guests:

Calpurnia: She is more than a housekeeper and a cook. Since his wife's death, Atticus has relied on her to look after both the house and the children. Atticus sees her as 'a faithful member of this family ...'

Arthur 'Boo' Radley: He has cared about Jem and Scout for many years and saved their lives when they were attacked by Bob Ewell. He deserves to be treated like a special friend.

Ms Maudie Atkinson: She is an old friend and neighbour of the Finch's and has supported Atticus in his defence of Tom Robinson. Like Atticus, she is concerned about fairness and justice. She has always been kind to Jem and Scout, and they enjoy spending time with her. She and Aunt Alexandra also get along well.

Heck Tate: He is the sheriff of Maycomb County and has worked with Atticus for many years. When Jem and Scout were attacked by Bob Ewell and Arthur 'Boo' Radley killed him to save the children, Heck Tate decided not to make all the facts known in order to protect Boo.

Judge Taylor: He is the judge who presided over Tom Robinson's trial. Atticus has worked with him many times over the years and really respects him.

Dill (Charles Baker) Harris: As a childhood friend of Jem and Scout's, whom they saw every summer for many years, he seems to be an obvious choice to them.

Any other character can be accepted if a good reason is given why he/she should be on the guest list.

Content – relevant and creative content linked to the question.	7 marks
Dialogue format, occasional, meaningful gestures in present tense, conversational style.	3 marks

QUESTION 4 ESSAY WITH GUIDELINES

Marker's discretion: please allow for any relevant content that explores the theme of courage and bravery.

Expected responses may include:

Paragraph 1: In Harper Lee's novel, *To Kill a Mockingbird*, the theme of courage and bravery is explored through the actions of several characters, including Atticus Finch, Ms Dubose and Mr Dolphus Raymond. Each character demonstrates a unique form of courage in the face of adversity and injustice.

Paragraph 2: Atticus Finch, a lawyer and the father of Scout and Jem, is the embodiment of both physical and moral courage and bravery in the novel. He kills a rabid dog with one shot while the other people hide in their homes. When Aunt Alexandra wants him to let Calpurnia go, he insists firmly that he won't do that. Despite facing intense societal pressure and racism, he steadfastly believes in the innocence of Tom Robinson and fights to defend him in court. When several angry men want to attack the courthouse where Tom Robinson is locked up before the trial starts, Atticus confronts them fearlessly. He teaches Scout and Jem the importance of standing up for what is right, even if it means going against the majority. Atticus's actions and words serve as a model for his children, who learn to see the world in a more nuanced way.

Paragraph 3: Ms Dubose, an elderly neighbour of the Finch family, is another example of courage in the novel. When she criticises Atticus for defending 'a nigger', Jem gets so angry that he knocks the camelia flowers in her garden off their stems. Ms Dubose punishes Jem by making him read to her in the afternoons and on Saturdays for a month. Upon Atticus's insistence, Jem complies, and he and Scout spend many hours with her. At the end of the month, she tells the children that they have spent enough time with her. A month later she dies. The children learn that she became addicted to morphine, the drug that helped her cope with pain. She decided to stop taking it so that she could think clearly for the last months of her life. Having the children with her in the afternoons helped her to cope. Atticus explains to his children that she was very brave when she chose to fight her addiction. Her struggle teaches Jem and Scout the importance of being brave in the face of personal struggles and suffering.

Paragraph 4: Mr Dolphus Raymond, a wealthy white man who chooses to live with a black woman in the black community, also shows courage in the novel. He is brave enough to go against the societal norms and prejudices of the time and chooses to live his life as he sees fit, even though it means facing the judgement and criticism of others. He even pretends to be drunk so that the people of Maycomb can make sense of why he would choose to live with a black woman.

Paragraph 5: In conclusion, Harper Lee's *To Kill a Mockingbird* showcases many examples of courage and bravery through the actions of Atticus Finch, Ms Dubose, and Mr Dolphus Raymond.

ASSESSMENT RUBRIC FOR LITERARY ESSAY

	%	CONTENT = 15			STYLE = 5	
LEVEL	%	MARK /15	CLASSIFICATION	CRITERIA	MARK /5	CRITERIA
7	100 97 93 90	15 14,5 14 13,5	Outstanding	An impressive and distinguished essay that is succinct and stands out above the rest. <ul style="list-style-type: none"> Thorough and impressive, in-depth knowledge of the text. Exemplary understanding: can reproduce relevant facts insightfully within the question. Every point relevant to the topic. Thorough literary appreciation: understands, enjoys, can evaluate. 	5 4,5	<ul style="list-style-type: none"> Planned, structured, well-considered argument with effective linkage and excellent cohesion. Logical progression of argument. Lucid, eloquent. Original expression. Excellent control of tone. Textual substantiation of every comment. Excellent vocabulary and language structures. Formal language usage. Grammatically correct. Third person. Present tense.
	87 83 80	13 12,5 12	Excellent Distinctive	A perceptive essay that is commendable and well-structured. <ul style="list-style-type: none"> Thorough, accurate and confident knowledge of the text. Mature understanding: integrates and elaborates textual references insightfully. Maintains consistent focus. Literary appreciation is evident. 	4	<ul style="list-style-type: none"> Planned, structured argument with good linkage. Clear expression, coherent. Control of tone. Textual substantiation of comments. Very good vocabulary and language structures. Formal language usage. Grammatically correct. Third person. Present tense.
6	77 73 70	11,5 11 10,5	Very good	A skilful, competent essay that is focused. <ul style="list-style-type: none"> Very good, accurate knowledge of the text. Very good understanding: argument is developed logically; may have minor lapses. Relevant textual references – these could have been used with greater effect. Good appreciation of the text. 	3,5	<ul style="list-style-type: none"> Planned, structured argument with good linkage. Clear expression, coherent. Control of tone. Textual substantiation of comments. Very good vocabulary and language structures. Formal language usage. Grammatically correct. Third person. Present tense.
5	67 63 60	10 9,5 9	Good Average/ Satisfactory	An essay that 'does the job'. <ul style="list-style-type: none"> Adequate knowledge of text. Satisfactory understanding: argument is developed in an adequate manner and most points relate to topic. Mostly relevant textual references; some generalisations. Some appreciation of text. 	3	<ul style="list-style-type: none"> Adequate linkage to show logical progression, sound introduction and conclusion. Plain expression. Most comments supported by appropriate substantiation. Some duplication of comment. Satisfactory vocabulary and language structures. Predominantly formal language. Third person. Odd fluctuations from present tense.
4	57 53 50	8,5 8 7,5	Less than satisfactory	An undeveloped essay that attempts to engage with the question. <ul style="list-style-type: none"> Reasonable knowledge of the text. Simplistic understanding of question: argument is partly developed; narrow interpretation and vague reference to the topic. Attempts to answer given question; vague textual references. 	2,5	<ul style="list-style-type: none"> Introduction and conclusion, some linkage to show progression. Pedestrian expression. Partial support of comment with textual substantiation. Simple vocabulary and language structures. Predominantly formal language. Predominantly third person. Fluctuations from present tense.
3	47 43 40	7 6,5 6	Adequate	A simplistic essay that struggles to engage with the question. <ul style="list-style-type: none"> Limited understanding of the text. Errors of understanding of question and/or content, muddled. Little or no referencing/ flawed referencing. Only hints at topic. 	2	<ul style="list-style-type: none"> Lack of planning, poorly structured. Weak introduction and conclusion. Haphazard, disjointed, rambling, very poor linkage. Some distracting errors with textual substantiation. Weak vocabulary and sentence structures. Use of colloquialisms, contractions. Limited textual substantiation.
2	37 33 30	5,5 5 4,5	Passable but inadequate	A poor essay that is muddled, vague and/or inaccurate. <ul style="list-style-type: none"> Unsatisfactory knowledge of the text. A weak, flawed response, which might be off topic. Very few, if any links of textual referencing to the question. Difficult to identify any distinct argument; unfocused. 	1,5	Defective: <ul style="list-style-type: none"> unstructured, sloppily written. requiring marked effort to understand. paragraph links problematic. serious vocabulary and sentence structure errors. poor textual substantiation.
1	27 23 20	4 3,5 3	Erroneous	An extremely weak essay; at times displays a feeble attempt to engage with the text. <ul style="list-style-type: none"> Poor/incomplete/flawed/no knowledge of the text. The essay is vague, muddled and lacks focus. No links of textual referencing to the question. 	1	Defective: <ul style="list-style-type: none"> unstructured, sloppily written. requiring marked effort to understand. no linkage. serious vocabulary and sentence structure errors. disjointed textual substantiation.
	17 13 10 7 3	2,5 2 1,5 1 0,5	Incompetent	A totally incompetent essay; displays no link to the text or the question. <ul style="list-style-type: none"> Serious errors of understanding of the question and/or the text. Complete misinterpretation of topic. Vague attempt to produce a response. 	0,5	<ul style="list-style-type: none"> Barely intelligible.

QUESTION 5 LONGER TRANSACTIONAL PIECE: EMAIL

This rubric serves to guide the marking process. Markers should be aware that the mark for the **PURPOSE** element need not correspond with the mark for '**LANGUAGE AND FORMAT**'. A candidate may, for example, achieve a level 7 for '**PURPOSE**', but only a level 5 for '**LANGUAGE AND FORMAT**' (e.g., 13 + 9 = 22).

LEVEL	MARK	PURPOSE DESCRIPTOR	LANGUAGE AND FORMAT DESCRIPTOR
		12–15	12–15
7	30 29 28 27 26 25 24	The candidate can write original and coherent texts, skilfully adapting to different audiences, purposes, formats and contexts. A mature personal style is evident. Candidate makes an intelligent statement.	Excellent use of language conventions, mature vocabulary and use of register is displayed. Excellent evidence of editing enhances the overall expression of the candidate's viewpoint. All elements of the format are correct.
		10,5–11,5	10,5–11,5
6	23 22 21	The candidate is able to write original and coherent texts, can adapt to different audiences, purposes, formats and contexts although this is not completely sustained. There is evidence of a personal style and a thorough engagement with the question, although some depth may be lacking in places.	Competent, at times impressive use of language conventions and vocabulary. Very good understanding of register, although there may be occasions where this is not fully sustained. Very few grammar or spelling errors. There may be minor errors in the format.
		9–10	9–10
5	20 19 18	The candidate is able to write with some degree of originality and attempts to adapt to different audiences, purposes, formats and contexts, although some areas jar with the question requirements. There is limited evidence of personal style. An average response.	Average response; pedestrian, but not seriously flawed. Mostly accurate use of vocabulary; language conventions and sound understanding of register. Minor errors. Format mostly correct.
		7,5–8,5	7,5–8,5
4	17 16 15	The candidate is generally able to write with some originality and tries to take into account different audiences, purposes, formats and contexts, although this is not entirely successful. Limited personal style is evident.	The candidate tries to apply conventions, but the product is flawed and has a number of language and punctuation errors. An attempt at employing the correct format has been made, but one or two errors are evident. There is limited understanding of appropriate register
		6–7	6–7
3	14 13 12	An attempt is made to produce original texts which take into account different audiences, purposes, formats and contexts, but this is not always done correctly. Style is sometimes unoriginal and involves 'borrowing' from other work.	Flawed product which only vaguely follows format. Poor spelling and grammar. Meaning is not always clear. Register is usually at odds with the demands of the task.
		4–5,5	4–5,5
2	11 10 9 8	Limited originality and inadequate attention to purpose, context and format. Generally, no personal style. Poor response; flawed. Candidate may have misunderstood the demands of the question.	Very flawed product. Marred with language, punctuation and vocabulary errors. No understanding of appropriate register. Some attempt at format albeit incorrect.
		0–3,5	0–3,5
1	7 6 5 4 3 0–2	Little or no evidence of engagement with the question or cohesion; no attention to purpose, context or format. A completely flawed response.	No evidence of language conventions; inability to use correct register; communication marred; short or rambling. No idea of format.

QUESTION 6 SHORT TRANSACTIONAL PIECE: THANK YOU SPEECH

This rubric serves to guide the marking process. Markers should be aware that the mark for the **PURPOSE** element need not correspond with the mark for '**LANGUAGE AND FORMAT**'. A candidate may, for example, achieve a level 7 for '**PURPOSE**', but only a level 5 for '**LANGUAGE AND FORMAT**' (e.g., 4 + 3 = 7).

		PURPOSE	LANGUAGE AND FORMAT
LEVEL	MARK	DESCRIPTOR	DESCRIPTOR
		4–5	4–5
7	10 9 8	Candidate can produce an original and coherent short text, skilfully adapting to different audiences. Candidate makes an intelligent statement.	Excellent use of language conventions, mature vocabulary and use of register displayed. Excellent evidence of editing enhances the overall expression of the candidate's message.
		3,5	3,5
6	7	Candidate is able to produce an original short text, although this is not always sustained. There is evidence of a personal style and engagement with the question.	Competent, at times impressive use of language conventions and vocabulary. Very good understanding of register, although not always sustained. Very few grammar or spelling errors.
		2,5–3	2,5–3
5	6 5	Candidate attempts to adapt to different audiences and contexts, although some areas jar with question requirements. An average response.	Pedestrian but not seriously flawed. Mostly accurate use of vocabulary and language conventions. Minor errors.
		1,5–2	1,5–2
4	4 3	Candidate tries to take into account different audiences, purposes and contexts, although this is not entirely successful.	Candidate tries to apply conventions, but there are a number of language and punctuation errors. There is limited understanding of appropriate register.
		1	1
3	2	An attempt is made to produce an original text which takes into account different audiences, purposes and contexts, but this is not always done correctly.	Flawed product with poor spelling and grammar. Meaning is not always clear. Register usually at odds with the demands of the task.
		0,5	0,5
2	1	Inadequate attention to purpose and context. Poor response; flawed. Candidate may have misunderstood the demands of the question.	Very flawed product marred with language, punctuation and vocabulary errors. No understanding of appropriate register.
		0	0
1	0	No evidence of engagement with the question. No attention to purpose or context. A completely flawed response.	No evidence of language conventions. Inability to use correct register. Communication marred.

Total: 100 marks