



NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2022

ENGLISH HOME LANGUAGE: PAPER I
MARKING GUIDELINES

Time: 3 hours

100 marks

These marking guidelines are prepared for use by examiners and sub-examiners, all of whom are required to attend a standardisation meeting to ensure that the guidelines are consistently interpreted and applied in the marking of candidates' scripts.

The IEB will not enter any discussions or correspondence about any marking guidelines. It is acknowledged that there may be different views about some matters of emphasis or detail in the guidelines. It is also recognised that, without the benefit of attendance at a standardisation meeting, there may be different interpretations of the application of the marking guidelines.

The Marking Guidelines are to be used in conjunction with the Generic Descriptors.**QUESTION 1 COMPREHENSION**

- 1.1 The writer has chosen to use a single-sentenced paragraph to grab the readers' attention. The effect created is accusatory but at the same time it is asking us to question what we read. The writer uses 'distinctly racist' and 'double standards' linked to the use of 'migrant' to suggest that the 'media' is to blame. The ending of the sentence 'in the media' directs the reader to understand that they are to blame for the perception of 'migrants' that 'we' have.

[Candidates must comment on the effect created. They are required to refer to specific details from paragraph 1 to support their response.]

- 1.2 In paragraph 2, the writer asks us to consider how far we have come as a society when talking about refugees. The use of the pair of dashes for parenthesis highlights her comments about this. She suggests rather informally that it might come as a 'spoiler' as we have 'not [come] far at all' in how we refer to refugees.

[For full marks, candidates must identify the parenthesis and explain the writer's intention in using them.]

- 1.3 The writer instructs the reader to 'Read those three examples again'. Her use of this instruction to the reader highlights her disbelief and shock that these comments are not all too far in our history, but rather that some of them are as recent as 2015.

[For full marks, candidates must refer to the writer's attitude.]

- 1.4 In paragraph 6, the quote from the priest in 1902 speaks about refugees wiping out every 'hint of comfort'. The foreigners are coming in 'like an army of locusts' and destroying everything for the people who live there. This is like the extract from 'Refugee Blues' when the speaker states that letting them (the refugees) into the country will result in them stealing 'our daily bread'. Both texts comment on the fear that refugees will take what belongs to the people of the country and leave those from the country with nothing. While paragraph 6 is explicit, the extract from 'Refugee Blues' implies that refugees are like an 'army of locusts'. Both texts express the same views about refugees, albeit from different points of view.

[Candidates must refer to both Paragraph 6 and the extract. They must refer to the nature of the views with specific references to both texts.]

- 1.5 The reference to 'army and locusts' dehumanises the refugees and makes them seem violent and destructive. The reference to an army suggests an organised and structured invasion while the reference to locusts suggests chaos and destruction. It highlights that the refugees' intentions are to take control and destroy the countries to which they go.

[For full marks, candidates must identify the connotations in their own words and consider the implied intentions of the refugees.]

- 1.6 The writer comments on how the use of nominalisation (nouns formed from verbs) makes the action of migration more about people's identity. She is trying to show the reader that this shift creates a bias about refugees and migrants. We do not see migrants as people who leave for economic gain but rather as refugees who want to escape persecution or war. The shift summarises our views about migrants and refugees as it dehumanises those who need help.

[Candidates must show an understanding of how the quoted sentence summarises paragraphs 10 and 11 and use specific examples from these paragraphs to support their answer.]

- 1.7 In paragraph 15, the writer is commenting on the origin of 'expat'. She distinguishes between those who leave for economic gain and those who are forced to leave. Those who are forced to leave are referred to as migrants which has a negative connotation. The use of 'And yet' shifts the focus to the point of her article which shows us how those 'moving from Africa or Asia are classified as immigrants'. She is suggesting that both groups of people (expat and immigrant/migrant) should be given the same dignity. Her use of 'And yet' highlights the difference and the way in which the media refers to both groups.

[Candidates must show how the writer uses 'And yet' to indicate a shift from one use to the next. Candidates must refer to specifics from paragraphs 15 and 16.]

- 1.8 The study reports that after Alan Kurdi's photo was published there was a shift in the reporting of the migrant situation with reference to the usage of words like migrant and refugee. The negative connotation (despite the image of the 3-year-old) as a refugee reminds us that the press continues to use bias against migrants. The writer reminds us that by using humanising language we will learn to be more empathetic towards the plight of the people escaping these situations.

[Candidates must show the understanding of how the use of refugee and migrant shifts our levels of empathy.]

- 1.9 In Cartoon A, we are shown a ship intercepting refugees and asking where they are from. The refugees state that they are from earth. This links with the writer of TEXT 1's view that we should be referring to refugees as 'people' (paragraph 19). The refugees are part of a common humanity which is the theme of Cartoon A. The writer also asks us to question the use of the words 'migrant' and 'refugee' and the 'metaphors of war' that stigmatise those who have been displaced.

Cartoon B shows the refugees scooped up into a rubbish/dustpan. It suggests that they are worthless as part of society. They are huddled into the back of the pan as waste products and are 'stigmatised' as worthless and not able to add value. The writer's exploration of the mixed metaphors of war and natural disasters links to the cartoonist's depiction of refugees in the dustpan.

Both cartoons satirise the worth of refugees and as they are satirical, they convey the opinion of TEXT 1 that refugees are worth more than they are portrayed in the media.

*[Candidates can argue that either Cartoon A or Cartoon B is more aligned with the opinions conveyed in TEXT 1. Candidates need to discuss both cartoons and their relationship to TEXT 1 and they must make a final assessment as to which cartoon is **more** aligned with the writer's views.]*

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 to an email**, 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 an email**, 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 an email**, 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 an email 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 an email.**
- Expression is likely to be poor, impeding understanding.

NOTE:

- 'Penalise' from 94 words by moving the mark to the bottom of the category (see descriptors). Write words from the descriptor to indicate your thinking.
- Stop reading at 100 words.
- Subtract 1 mark:
 - if no word count is provided, **or**
 - if an inexcusably inaccurate word count has been provided.

QUESTION 3 SEEN POETRY

- 3.1 The poet's use of pronouns ('she', 'I', 'you' and 'her') reveal the speaker's arrogance in referring to both the painting and the emissary. He claims ownership over 'her' and his reference to 'she' suggests a distinct emotional disconnect from his actions. His reference to the emissary as 'you' (which in the context of the era is informal) suggests a contemptuous attitude to the emissary as being beneath the Duke. The reader is aware of his arrogance, and it distances us from the speaker.

[Candidates may also refer to the possessive adjective 'my' which should be accepted. The use of the possessive adjective 'my' creates a sense of ownership over the painting of the Duchess and over her originally.]

- 3.2 The speaker's resolute tone is emphasised through the enjambment as he rushes to explain all that the Duchess is assumed to have done wrong. The continuation of the line indicates that it was not only her husband's presence that allowed her to blush. He insinuates that '... 'twas not/Her husband's ... called that spot/Of joy ...' but also presumes to have knowledge of a conversation that Frà Pandolf might have had. The rushed manner in which he presents his argument suggests a justification of his actions. He also presents her responses of a 'Half-flush' as acceptable for her as 'she thought' it was appropriate. Once again, while presenting his argument he refers rapidly to it being 'cause enough/For calling up that spot of joy.' / The enjambment is also effective in contributing to the conversational tone of the poem. The speaker presents his argument in a nonchalant manner despite the horrors of what he is suggesting he has done.
- 3.3 The speaker addresses the emissary and asks him how it would be considered acceptable to 'stoop to blame/This sort of trifling?' when discussing the Duchess's attitude towards his 'nine hundred years of name/With anybody's gift.' This suggests that the speaker would never present himself as less important than the Duchess. While he is unwilling to 'stoop', he expects that when she 'exceed[s] the mark' of his expectations, she would atone for what she has done wrong in his eyes. At this stage there would 'be some stooping' but it would be her action. He ends this section stating that she is always the one to 'stoop' as he chooses 'Never to stoop'. This highlights the inequality in their relationship. He is dominant and she is expected to be subservient.
- 3.4 The inclusion of the bronzed sculpture as the final lines of the poems, confirms the attitude that the Duke had ownership of the last Duchess and now has the ownership of the painting. It suggests that the painting of the Duchess is much like the sculpture. It is another object to be looked at or ignored at the Duke's will. The poet's use of 'me' ends the poem with the certainty that the Duke is self-centred and everything he owns is for his own pleasure. Because the Duchess was an object, she was something that could be discarded at random. The next Duchess would undoubtedly also be treated in the same manner, and this should act as a warning to her.

- 3.5 The titles of the poems highlight the societal norms of who has a voice and who remains voiceless. 'My Last Duchess' is about the Duke's ownership of the person and the object/painting. She is never named. She is not entitled to a name – other than her husband's surname. This was true of women in the era and is central to Browning's themes. The opposite is true in 'Ulysses'. The eponymous character is the focus, and we are allowed to know his name and understand his power. Men of the era would have been given the rights that women were not. Ironically, we are never told the name of his wife in 'Ulysses'.

[Candidates are expected to refer to both titles and unpack how each presents a different view of who is given a voice and who remains voiceless in this context.]

- 3.6 Browning, in 'My Last Duchess', allows the speaker to condemn himself – albeit by implication and suggestion. The speaker refers to himself as 'I' and does not represent his wife honestly. His brutality is conveyed in the way he refers to her suggested infidelity and the suggestion that he 'gave commands; Then all smiles stopped together'. His vanity is also revealed in his reference to the artists in the poem suggesting that he is aware that having works by these men will enhance his desirability. His weakness, shown through his insecurity around his name, is evident in the dramatic monologue.

Tennyson, in 'Ulysses', also gives us insight into the speaker. While it can be suggested that Ulysses is merely trying to escape the toil of old age, his vanity is part of his reasoning. He wants to escape his 'aged wife' and reunite with the person he once was. He comes across as weak and unable to control his 'savage race' as he 'mete[s] and dole[s]/Unequal laws'. The society seems to have developed beyond his ability. While it is not always obvious, there is a sense of brutality in Ulysses' decision to abandon his family and people for his own glory. Similar to Browning, the use of 'I' indicates that the focus is on Ulysses and his own adventures.

[Candidates can suggest that the use of the dramatic monologue is or is not similar. Candidates who present alternate, convincing answers with justification from the poems are to be credited.]

QUESTION 4 UNSEEN POETRY

- 4.1 The speaker's purpose is one of urgency, determination, almost pleading with the person to whom she/he is speaking. The dash at the end of the first line allows for a pause after the speaker tries to convince the person that there must be belief in their ability to rise. The explanation of the dash (when translated) says that this person should 'get up quickly'. This suggestion is emphasised by the exclamation mark which highlights the urgency of the plea. Similarly, the exclamation marks in the repetition of 'Get up! Get up!' suggests that the speaker is becoming more determined/frantic in telling the person to whom she/he is speaking that she/he needs to rise.
- 4.2 The speaker is showing the person to whom she/he is speaking that staying in this depressed/dark state of mind will only lead to further deterioration. The sheets are described by the adjective 'memorymuddled' which focuses our attention on confusion that is caused in this mental state – there is no separation in the mind. The conjoining of the noun 'memory' with the verb/noun 'muddled' (depending on its use) also adds to the state of mind. Similarly, the 'tightnight curtains' suggests hiding in the darkness behind the curtains which have been closed tightly by the night. The speaker reminds the person to whom she/he is speaking that there is life beyond this state of mind and that beyond this room, a life awaits or 'a furious sun is beating'.
- 4.3 The speaker suggests that the person to whom she/he is speaking might be depressed or in a pained emotional state. The use of 'heavy' depicts the nature of the environment and the person's state of mind. The person is used to making 'old excuses' and 'hungry hurts' and this has led her/him to where she/he is now. The speaker is also suggesting that this has been going on for long enough and now is the 'time for courage'.
- 4.4 The words 'fearful' and 'fear-full' are both referring to elements of fear that have reached a particular point. A 'fearful house' suggests that the house is scared while a 'fear-full house' suggests that the house is either the reason for the fear or that the house is full of elements that cause fear.

[Candidates can argue that either 'fear-full' or 'fearful' would be effective. Candidates need to explain their answers fully with reference to their understanding of the words in the context of the poem.]

- 4.5 The poet ends the poem with a single-line stanza 'It is time.' It declares that there is now an opportunity to make a change for the positive. The statement stands on its own as a challenge to both the reader and the person being addressed in the poem. If the poet had used the question form 'Is it time?', it would have allowed the reader to question whether she/he is ready for the change to occur. It would have created a sense of uncertainty instead of the declaration.

- 4.6 Everson's poem 'Vuka Paphaphama' might be considered a suitable response to Serote's 'Lost or Found World'. The speaker in 'Lost or Found World' seems to be dismayed by what he is experiencing. He mentions the 'Skies of truth ... curtain eyes' indicating a sense of disbelief in what he is experiencing. He also mentions that 'The sea of identity is tears' and elaborates about his 'blue veins that's [his pen].' There seems to be an uncertainty in how to deal with the situation he is describing. His idea that the world has deteriorated into a 'modern madness' that 'Snaps flowers from their stems' and ultimately 'leaves dry dead bodies' allows the reader to understand his disillusionment in his 'Lost or Found world!'. The use of 'madness' that 'snaps' evokes the sense of violence that has occurred as a result of the people's focus. Everson's poem would be a suitable response as it is encouraging its reader to 'Get up!'. Although there is an urgency in the poem, there does seem to be a hopeful mood by the end of the poem as the speaker tells us that 'It is time.' The speaker reminds us that there is life beyond this sense of disillusionment and sadness as 'Grass is springing up' which reminds us to have hope.

[Candidates are not given an option to respond that 'Vuka Paphaphama' might not be a suitable response. Candidates who decide to argue that it is not suitable cannot achieve more than 2½ marks without evidence. Candidates must refer to both poems in their response making specific reference to mood and diction.]

QUESTION 5 CRITICAL AND VISUAL LITERACY

- 5.1 The advertiser is highlighting the impact of single-use plastic on the ocean to raise awareness. The image is presented as the Covid-19 virus and is made up of different pieces of plastic. They are grouped together deliberately in this way and link directly to the use of the word 'virus' in the copy. The advertiser is suggesting that the plastic is also detrimental to the planet as it causes 'suffocation' just as the virus is known to cause suffocation in humanity. There are also masks floating next to the image linking the use of face masks to the destruction of the planet. The representation of the pollution as COVID-19 is effective as the COVID-19 virus presented in this image form is a familiar sight to people and it is implied that we would understand the impact. This familiarity is effective in pointing out to the reader the impact that plastic has on the environment.

[Candidates must show/express the effectiveness of linking sea pollution to the Covid-19 virus and refer to both visual and verbal details in support of their response.]

- 5.2 The advertiser has used the preposition 'to' instead of the adverb 'too' implying 'also'. In this instance the advertiser should have used 'also' or 'too' to emphasise that single-use plastic is also a problem, like COVID-19.

[To be awarded 1 mark, candidates must show an understanding of the difference between the use of the words 'to' and 'too' OR indicate that the advertiser should have used the adverb and not the preposition.]

- 5.3 5.3.1 The advertiser's use of the conjunction 'but' implies a counter argument. The advertiser understands the reasons for the use of single-use plastic, however, counters this with the reason why it is hazardous on the environment. The compound sentence is effective in furthering the reasons for not using single-use plastic.

[For full marks, candidates must refer to the sentence structure and show how this advances the advertiser's argument.]

- 5.3.2 Hyperbole is used to exaggerate information for effect. In this instance, the use of 'tons of waste' might be considered as hyperbole for effect BUT it can also be argued that there is a measurable amount of waste in the ocean that might be tons.

[Candidates must show an understanding of hyperbole and may argue either for or against this being an example of hyperbole with a detailed explanation.]

- 5.4 The message created is one of urgency in that the audience must act before the environment suffers further. The advertisement is simplistic in that the image is central. The visual details present the mask over the turtle's face and caught on its flipper/limb is shocking and reveals the extent of the problem. The verbal details are divided into three parts: the primary (highlighted) problem, an explanation of assumed facts and then a call to action. The verbal details on the left give the reader an understanding of why the environment is suffering. Masks are 'Dropped on the ground, picked up by the sea.' highlighting the cause of the problem. The secondary verbal detail explains how many masks are thrown away and there is a call to action to ask people to dispose of them properly. The layout of the text allows a natural flow of information as the reader begins with the text on the left of the image and it allows the reader to focus on the image first and then to scan down for additional information.

[Candidates can argue that the simplicity of the advertisement either strengthens or undermines the seriousness of the message with valid justification. Candidates must refer to both the visual and verbal details and its placement to be awarded full marks.]

- 5.5 TEXT 4 focuses our attention on the impact of single-use plastic and its being thrown away incorrectly. The 'virus' in the ocean is made up of pieces of plastic and reminds us that this waste is also a virus – like COVID-19. The argument presented shows the benefits of single-use plastic but does counter the argument and speaks to the problems it causes when not disposed of properly.

TEXT 5 shows us the impact of single-use masks on the ocean when it is not disposed of correctly on land. TEXT 5 shows us a sea animal directly impacted by humanity's irresponsible actions.

Both texts give verbal detail that act as information to the problem when humans are not responsible. The visuals in both texts are impactful in relaying the problems caused by this sort of pollution but only TEXT 5 indicates the direct impact with its use of a sea animal.

[Candidates can identify either TEXT 4 or TEXT 5 as more effective. Candidates are required to refer to both visual and verbal details in both texts to support their answer. Candidates must indicate clearly why they have opted for a particular text, in respect of its effectiveness over another.]

- 5.6 5.6.1 'Cold-blooded' refers to someone who is unfeeling or does not show concern for others. It is implied figuratively. In this context, the advertiser is suggesting that not making these changes for the environment implies a lack of concern or refers to someone who is unfeeling/uncaring.

- 5.6.2 The advertiser uses 'YOU' to suggest that we all have a part to play in making positive changes for the environment. The advertiser wants the reader to be involved in the changes that should be made. If the advertiser had used 'THEY' it separates the reader from responsibility.

[Award full marks if candidates show the difference between the use of 'YOU' and 'THEY'.]

- 5.7 The man in the advertisement is given the 'smirking' and aggressive-looking head of a dinosaur which suggests that the 'business leaders and politicians' are unfeeling to the cause. In addition to this, the man is standing with his arms crossed and could be considered determined/resolute/unwavering. 'Business leaders and politicians' are also presented as a group who need to 'evolve' and change with the time and ensure positive changes. It seems ridiculous that they would stop this change and are presented as being deliberate in their intentions to 'stand in the way of hundreds and thousands of clean energy jobs'. This action presents their intentions as deliberate and malicious in opposing 'stronger action'. It suggests that society's values conflict with leaders (politicians and business leaders). The advertiser is suggesting that as a society we need to be focused on saving the world through these changes instead of focusing on financial gain.

[Award full marks only if candidates have made a comment and referred to visual and verbal details.]

QUESTION 6 LANGUAGE

- 6.1 6.1.1 This is not grammatically correct. There is no finite verb. It is a clause which cannot stand on its own.

[Candidates cannot receive a mark if they state that it is grammatically correct because it starts with a capital letter and ends with a full stop.]

- 6.1.2 The advertisement refers to the way newspapers are recycled into pencils. This is an example of a pun as it is a play on the words news/newspaper/newsworthy. The pencils are worthy of being in the news (important to mention) because they are made from newspapers.

- 6.2 6.2.1 Misrelated participle: 'Sleeping on street-side kerbs ... purpose to life.' changes to: While they were sleeping on a street-side kerb ..., we found our pencils had another purpose to life.

[Candidates can use other versions of this corrected sentence if the misrelated participle is removed.]

- 6.2.2 Tautology: '... unique and one-off process ...' changes to: unique process/one-off process.

- 6.3 The advertiser should have used 'tale' and 'you're' in this context. They are examples of homophones as they have the same pronunciation as 'tail' and 'your' but have different spellings and meanings.

- 6.4 6.4.1 'Belief' is an abstract noun while the verb form is 'Believe'.

[Noun will be accepted.]

- 6.4.2 The company has a principle or 'belief' that they can make changes. It is their philosophy, but it is limited to their company. 'Believe' might have been more appropriate as it challenges the reader to 'believe' or hope in the possibility for change.

[Candidates may argue that either 'Belief' or 'Believe' would have been appropriate in the context of the advertisement.]

Total: 100 marks

DESCRIPTORS FOR EVALUATING RESPONSES DETERMINED BY MARK ALLOCATION AND COGNITIVE SKILL

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

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

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

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