



NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2023

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 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.

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

- 1.1 In the context of the title 'Time for African leaders to look beyond American democracy,' the idiom 'to look beyond' means to explore or consider alternative models or systems outside of the specific example mentioned, in this case, American democracy. It suggests that African leaders should not limit themselves to emulating or relying solely on the American democratic system, but instead, examine other forms of governance, ideas, or solutions that may be more suitable or effective for their own nations and circumstances.

[Award 2 marks only if the idiom is understood in the context of the title.]

- 1.2 The diction in paragraph 1 positions the reader to view Africa as a continent with a proud heritage and a wealth of cultural diversity. By using words like 'rich' and 'diverse,' the writer emphasises the variety and depth of African traditions, painting a positive image of the continent. The paragraph then highlights the negative impact of colonialism and globalisation on Africa. Words like 'consequences,' 'forced,' and 'adopt' underline the idea that external forces have imposed their political models on Africa, often without considering the unique values and biases of the continent's people. The writer's choice of words, such as 'unique,' emphasises that Africa has its own distinct values and perspectives that may not align with foreign political models. This further encourages the reader to appreciate the complexity and individuality of African cultures, as well as the challenges they face in preserving their identity in the face of external influences. There is also validity in the use of the inclusive pronoun 'we' which might suggest pride.

[Candidates must make specific reference to diction and explain how the diction positions the reader to view Africa in the context of the paragraph. Candidates do not need to refer to all of the above.]

- 1.3 The writer has chosen to use a single-lined paragraph to emphasise the gravity and significance of the consequences faced by Africa as a result of adopting foreign political models. By isolating this sentence in its own paragraph, the writer draws the reader's attention to the severity of the situation and increases the impact of the statement. This stylistic choice serves to heighten the reader's emotional response and creates a sense of urgency, making it a powerful tool for persuasion and highlighting the importance of the issue being discussed.

- 1.4 The writer makes use of two metaphors: social fabric of many African countries and the African family of nations. The writer's argument is that the adoption of Western democratic systems has had detrimental effects on African societies, disrupting their social fabric and not aligning with their unique values and biases. Consequently, the writer asserts that it is time for African nations to rethink their approach to democracy, take ownership of their political systems, and create a form of democracy that is specifically tailored to the needs and values of their people. This, in turn, would contribute to building a better future for all in Africa. The metaphor 'social fabric' refers to the complex web of relationships, values, and structures that hold a society together. By describing the harm caused to this fabric due to the adoption of Western democratic systems, the writer effectively conveys the idea that this foreign political model has disrupted and damaged the very essence of African societies. Additionally, the writer uses the metaphor 'African family of nations' to emphasise the interconnectedness and shared responsibility among African countries. This metaphor encourages a sense of unity and solidarity, suggesting that these nations must work together to address the issue at hand.

[Candidates must identify both metaphors and link them to the writer's argument. Reference to only one metaphor may be awarded up to a maximum of 1½ marks]

- 1.5 The writer's use of parentheses in the phrase 'when it comes to democracy' suggests a tone of irony or sarcasm, indicating that the writer does not believe that America truly embodies democratic values. By placing the phrase in parentheses, the writer signals that the phrase is not meant to be taken at face value. The writer's use of parentheses suggests a critical attitude towards America's past and present, and a willingness to question the country's claims to democratic ideals.
- 1.6 The writer's use of examples in these paragraphs suggests that America's views on democracy are inconsistent and hypocritical. The example of the attack on the US Capitol shows that even America's own democratic institutions are not immune to threats, and this calls into question America's ability to serve as a model of democracy for other countries. The writer implies that America's claim to being a democratic country is not as strong as it would like to believe. Moreover, the example of America's support for authoritarian regimes and its overthrow of democratically elected leaders in other countries suggests that America's commitment to democracy is selective and self-serving. The writer highlights the case of Chile as an example of America's willingness to install brutal dictators in other countries, even when it goes against democratic principles. By pointing out these examples, the writer suggests that America's actions undermine its credibility as a champion of democracy.

- 1.7 If the writer had used 'disinformation' instead of 'misinformation' in this context, the meaning of the sentence would have differed. 'Disinformation' refers to false information that is deliberately spread to deceive people, while 'misinformation' refers to false information that is spread without the intent to deceive. If the writer had used 'disinformation' instead of 'misinformation,' the sentence would have implied that the media outlets and social media platforms intentionally spread false information to deceive people. This would suggest that there is a deliberate effort to undermine democracy by spreading false information. On the other hand, using 'misinformation' suggests that false information is spread without the intent to deceive, which may be due to a lack of fact-checking or a misunderstanding of the facts. This still has negative consequences for democracy, but it implies a less deliberate effort to undermine it.

[Candidates need to show their understanding of both 'misinformation' and 'disinformation' in their response.]

- 1.8 The writer's repetition of the phrase 'Our leaders must' in the final paragraph enhances the tone by creating a sense of urgency and emphasis on the need for action. The repetition of this phrase highlights the writer's strong belief that African countries must take charge of their own destiny and create a democracy that is tailored to their unique needs and values. The repetition also creates a sense of momentum, as each repetition builds on the previous one, creating a crescendo effect. The writer's repetition of the phrase emphasises the importance of building a democracy that reflects the needs and values of the people. By repeating this message, the writer emphasises the urgency and importance of this goal.

Furthermore, the repetition of the phrase 'Our leaders must' suggests a call to action and a sense of responsibility. The writer is urging leaders to act and work towards building a democracy that serves the needs of the people. The repetition emphasises the writer's belief that the responsibility for creating a better democracy rests on the shoulders of the leaders.

[Award full marks only if the candidate links the repetition to tone.]

- 1.9 The writer of the article could use the quotation from Gerry Adams, 'One man's freedom fighter is another man's terrorist,' to further his argument that the West does not have the moral authority to impose its model of democracy on African countries. By referring to Adams' quotation, the writer could argue that the West's perception of political movements as either freedom fighters or terrorists is subjective and dependent on one's perspective. To support this argument, the writer could use the following quotation from the article: 'To them (and many of us), America is not in a position to teach Africans how to govern their countries.' Similarly, the writer could use the tweet from Donald Trump about the rigged election to argue that even Western countries like the US have their own issues with democratic institutions. By referring to Trump's tweet, the writer could argue that this calls into question the ability of Western countries to serve as role models for other countries. To support this argument, the writer could use the following quotation from the article: 'Furthermore, the US's own democratic institutions have come under attack in recent years, calling into question its ability to serve as a role model for

other countries. In 2021, militant supporters of former President Donald Trump, who refused to accept the results of a democratic election, stormed the US Capitol.' By using these examples, the writer could argue that African countries should not blindly adopt Western models of democracy without critically assessing whether they align with their unique values and needs. The writer could also argue that African countries should not look to the West as the sole authority on democratic values and should instead prioritise creating a democracy that serves the needs of their people.

[Candidates need to refer to the quotation, the Tweet, and the article in showing how the quotation and the Tweet might further the writer's argument. The candidates need to show an understanding of the writer's argument for the full marks.]

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 a pamphlet**, 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 pamphlet**, 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 pamphlet**, 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 pamphlet** 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 pamphlet.**
- 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 uses simple sentences in line 1. The statements are clear and show the reader the speaker's sense of confidence and self-assurance. Line 2 is enjambed to line 3 and tells the reader what the speaker does. The flow of the sentence emulates the action indicated in the line. There is no hesitation in what the mirror does – it takes in all that it sees without question. Line 4 acts as a justification for the mirror's actions. The mirror states that there is a lack of malice in what it does, and it is in fact reflecting truth. The dash brings the information to the fore and reveals an arrogance to the mirror's sense of self. The mirror refers to itself in a god-like manner.
- 3.2 The mirror reflects the woman as panicked or distraught. Her initial 'bend[ing]' suggests a submission to the mirror. This is coupled with her 'searching'. Similarly, the mirror suggests that the woman is looking 'for what she really is'. This image shows the woman's state of mind as one that is not coping with what she sees. The mirror moves to a sense of frustration as it suggests that she 'Then' leaves the mirror in search of truth from other sources that turn out to be liars – 'the candles and moon'. Despite the woman's erratic actions, the mirror suggests that it continues to 'reflect it faithfully'. The mirror maintains its sense of stability in reflecting truth but the woman, in turn rewards the mirror 'with tears and an agitation of hands'.
- 3.3 3.3.1 The simile used is that the 'old woman/Rises toward her day after day, like a terrible fish'. The comparison of the now aged woman rising like a terrible fish suggests that while she recognised herself initially, she no longer does as she has aged and become ugly. Similarly, the scaled fish is unrecognisable and perhaps seen as unpleasant and ugly.
- 3.3.2 The action of 'she has drowned a young girl' suggests that the woman has wasted her life in front of the mirror. The action suggests that she knows what she is doing and it might be seen as the mirror criticising the woman's actions. It is symbolic of her actions that her youthfulness has been lost or 'drowned'. Similarly, there might be a loss of innocence and the suppression of youthful vitality.
- [Candidates can argue that the woman does not know what she is doing and as a result, the mirror is merely giving the reader its perception of her actions.]*
- 3.4 The speaker in 'Go, lovely Rose' is trying to convince the young woman to give him her love and to avoid being coy. The content of 'Go, lovely Rose' clearly uses the rose as something that will die if not truly admired. He wants her to know that she is wasting her time and her sweetness. She should ensure that she is seen by him unlike a rose that grows where 'no men abide' and she should not 'blush so to be admired'. He then tells the rose to 'die' so that she may learn the 'common fate of all things rare'.

The speaker of 'Go, lovely Rose' could use 'Mirror' as a threat of things to come for the woman in 'Go, lovely Rose'. The mirror reflects the young girl's initial beauty that has been drowned as the woman searches for her previous self. She turns to the 'liars' but she does not receive the answers she wants. The

woman resorts to 'tears and an agitation of hands' but the ultimate threat is that the young woman in 'Go, lovely Rose' will ultimately rise 'like a terrible fish'.

[Candidates need to refer to both 'Go, lovely Rose' and 'Mirror' and show how 'Mirror' could be used as a threat to the young woman in 'Go, lovely Rose'.]

QUESTION 4 UNSEEN POETRY

- 4.1 The poet's use of the word 'permeate' in relation to the children positions the reader to view them as deeply ingrained or saturated within their surroundings. The verb 'permeate' suggests that the children are not merely present in the environment, but that they are an integral part of it, almost inseparable from the streets themselves. By describing the children as permeating, the poet emphasizes their ubiquitous presence and suggests that their condition is not temporary or isolated. This choice of word implies that poverty has become a fundamental aspect of their existence, something that has seeped into every aspect of their lives. Furthermore, the word 'permeate' carries connotations of something spreading gradually and pervasively, which reinforces the idea that poverty affects every aspect of the children's being. It suggests that poverty has infiltrated their bodies, as indicated by the imagery of their thin eyes and knees, emphasizing their physical state and vulnerability/the poet's use of "permeate" positions the reader to view the children as inseparable from their impoverished environment, emphasizing the pervasive nature of their condition and drawing attention to the systemic and lasting impact of poverty on their lives.

[Candidates must refer to their view of the children as implied by the use of the word 'permeate'.]

- 4.2 The poet has effectively used synecdoche to highlight the contrast between the speaker and the children. The line 'they permeate, the poor, their eyes and knees' employs synecdoche by using the body parts (eyes and knees) to represent the children as a whole. This choice of synecdoche emphasises the physicality and vulnerability of the children, drawing attention to their poverty and the struggles they face. Furthermore, the line 'and hands reproach, demand, confront, entreat' also employs synecdoche. Here, the hands represent the actions and pleas of the children. By using this synecdoche, the poet highlights the children's active engagement, their assertiveness, and their desperate need for assistance. The contrast is further emphasised when the speaker describes their conscience as 'tight walled' and 'unsparing.' This juxtaposition suggests that while the speaker's conscience may be burdened or constrained, the children's plight is urgent and demands immediate attention. By employing synecdoche in these lines, the poet effectively creates vivid imagery and emphasizes the stark contrast between the speaker's position of relative comfort or indifference and the struggles faced by the impoverished children.

[Candidates may argue that the poet has not used synecdoche effectively. They may suggest that the synecdoche is not clear and as a result the meaning or impact of the lines is lost. Candidates can achieve full marks as long as their response is fully supported.]

- 4.3 The poet suggests a fickleness to those in power. While it is clear that those in power decree (make laws) to suggest changes, their decrees are actually nullified by the rain as it 'soaks paper promises'. The paper promises show that while promises are written on paper, change does not occur.

- 4.4 The poet repeats the lines 'They permeate, the poor, their eyes and knees' and reveals the tragic state of the children in need. In each stanza she builds on their state of being. She highlights the children's plight and juxtaposes their plight with democracy. The point she makes about democracy is that it is part of a parade, suggesting joy, happiness, celebration. Despite 'democracy parad[ing] through the streets', the children continue to be isolated as 'they permeate, the poor, their eyes and knees' and are perhaps not part of the celebration.
- 4.5 The mood created in 'The rain children' is one of desperation and immense sadness as the children are not part of the parade for democracy. Similarly, the presidents' decrees are pointless as the rain dissolves all of their promises. The poet does seem to 'other' the children as they are not part of the social group. They are perceived as people who use 'Glue substitutes' and always 'reproach, demand, confront, entreat' and the speaker feels uncomfortable and saddened as 'All my feats/are washed away with soul's comparing'. It is not possible to compare their situations. The poet does not name the poor but rather groups them – there is a sense that they have no individual humanity and are perhaps less worthy of dignity and respect.

The mood in 'Cockroaches' is similar to that of 'The rain children'. There is a sense of discontentment with the situation in which the cockroaches find themselves. The action of turning on the light reveals that the cockroaches are hidden and not visible unless you look for them. They are described as being cut off and blocked as they flurry in hopeless and helpless worry. There is no concern for their well-being. The speaker, however, uses 'But' and 'Or' to question who is responsible for making these decisions about the cockroaches. There is a sense of disbelief that they are considered bad - perhaps as shy creatures or perhaps their love of darkness that holds them apart. The poem, 'Cockroaches', also indicates a sense of 'othering'. The cockroaches are given 'negative characteristics' and are differentiated from the in-group. They are also 'not like me' and not 'one of us' as society has judged them.

[Candidates should refer to both poems and the extract to achieve full marks. Candidates should refer to the mood and specific diction. Some candidates might suggest that 'Cockroaches' does not other if they are taking the literal interpretation of the insect as even the literal understanding of the poem shows 'othering'. These candidates will not be able to achieve full marks.]*

QUESTION 5 CRITICAL AND VISUAL LITERACY

- 5.1 The visual is of a person with numerous piercings. The initial meaning of the slogan is for those people who cannot apply the brake to their vehicle but when this is linked to the visual it implies that the person with the piercings was unable to stop themselves as they have numerous piercings on his/her face. It is suggested that this person does not know how to stop himself/herself and is being used as an example of why people need the braking system.
- 5.2 The advertiser is making a clear/distinct value judgement suggesting that the piercings are too much and that the person should have stopped earlier in the process.
- 5.3 The advertiser would probably have received significant backlash from the community for whom these piercings have cultural significance. It might be suggested that the advertiser would have been cancelled/rejected.
- 5.4 In Sentence A, the original message gets the intention across that this braking system will stop you (in an emergency) if you cannot. Sentence B would have differed significantly as it makes the product seem more desirable. People who know what they want in life sounds exclusive.
- 5.5 The advertisement is effective as it conveys the reasons why the company only insures women. The placement of the visual of the man on the table is centred in the advertisement and is the focus. The domestic setting is juxtaposed with the mouse (also centred beneath the man). The fallen chair emphasises the reason that the man is on the table and suggests his fear (also enforced by his body language and facial expression). The verbal details are in fact secondary in terms of size and focus. The main sentence of the advertisement is to the right of the mouse and is capitalised and solid to emphasise the focus of the advertiser's intention – to insure women. At the bottom of the page (again capitalised) the solid text reinforces the 'women-only' approach to their insurance policy. The smaller text to the right (not capitalised) explains what men do not get.

[Award full marks only if the effectiveness is discussed.]

- 5.6 In Sentence A, (Periodic Complex) the focus is on the condition or characteristic of being a lower risk. The phrase "Because you're a lower risk" is placed at the beginning of the sentence, highlighting this condition as the reason for potential savings on monthly premiums. This structure presents the cause (lower risk) before the effect (savings).

In Sentence B, (Loose Complex) the focus shifts to the potential savings on monthly premiums. The phrase "You could save up to R346 on monthly premiums" is positioned at the beginning of the sentence, emphasizing the potential benefit. The reason for the savings, being a lower risk, is mentioned afterwards. This structure presents the effect (savings) before the cause (lower risk).

The advertiser has chosen Sentence A as the preferred sentence structure because it places emphasis on the condition of being a lower risk. By

presenting this condition first, the advertiser aims to capture the attention of the target audience who may be interested in lower premiums. The advertiser wants to highlight the advantage of being a lower risk and how it directly translates into potential cost savings. This sentence structure allows them to make a persuasive argument by first establishing the condition that sets the stage for the potential benefit, which is the savings on monthly premiums.

[Candidates do not need to identify the types of sentences, but they need to focus on the shift in intention for the advertiser's purpose and give an explanation as to why Sentence A has been chosen.]

- 5.7 The advertiser's (1st for Women) interests are most served in the advertisement. They are promoting their product (insurance) and trying to attract more clients.
- 5.8 The advertiser has not used a full sentence but has rather used plus signs (+) to indicate a mathematical-type equation. The tone is one of disbelief, horror, shock, bemusement and indicates the view about men's stupidity. The advertiser also uses 'hmm' and 'Yes, acetone' to reveal that disbelief.
- 5.9 **TEXT 5** depicts the man on the table clearly scared of the mouse. There is a suggestion that if the man were a woman, then the insurance company would insure him. As a result of this, the stereotype is that women are scared of mice and would hide on the table. It might be suggested that the man is in fact scared of the mouse and might not be an example of stereotyping.

TEXT 6 shows a row of houses with the last one exploding because of the actions of the men. The stereotype suggests that men are reckless and therefore 1st for women are unwilling to insure men. Again, the explosion is suggestive of men's actions. The men have clearly mixed flammable substances and the final result is the explosion.

*[Award full marks only if the reference is made to both **TEXT 5** and **TEXT 6** and the understanding of the concept of a stereotype is clear.]*

QUESTION 6 LANGUAGE

- 6.1 The sentence is a complex sentence. The sentence starts with the subordinate clause followed by the main clause after the comma.

[Candidates can achieve a maximum of 1 mark if they correctly identify that the sentence is complex. Candidates must give a clear reason to achieve the full marks.]

- 6.2 The function of the hyphens is not the same.

Frame 2: the hyphen is used to divide the word (at a syllable) at the end of the line because there is not enough space.

Frame 6: the hyphen is used to create a compound adjective.

[Candidates must be clear in their explanations to achieve the full marks.]

- 6.3 Calvin angrily asked why he/Hobbes had done that.

[Candidates are awarded ½ mark per underlined word.]

- 6.4 Calvin is keen to focus on the 'end justifying the means' when it does not apply to him. However, when Hobbes pushes Calvin out of the way, this upsets Calvin. The irony exists in that Calvin only agrees with the end justifying the means when it does not apply to him.

- 6.5 Ellipsis. Ellipsis shows an omission of words, represents a pause, or suggests there's something left unsaid. In this instance, Hobbes has not continued his comments and has left it unsaid.

[Candidates can achieve 1 mark for identifying ellipsis and 1 mark for an explanation of the function in this instance.]

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.