



NATIONAL SENIOR CERTIFICATE EXAMINATION  
MAY 2023

**ENGLISH HOME LANGUAGE: PAPER I**

**MARKING GUIDELINES**

Time: 3 hours

100 marks

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**These marking guidelines are prepared for use by examiners and senior markers, 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.**

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

**QUESTION 1            COMPREHENSION**

1.1     The title does not reflect the complexity of the article's contents. While it does suggest, correctly, an explanatory article detailing the origins of gender-neutral pronouns (where they come from), the article does more than this by commenting on both the history of the pronouns and their social evolution.

*[To achieve full marks, candidates are required to show an understanding that the article looks at more than just the origin of gender-neutral pronouns.]*

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

1.2     1.2.1     The writer includes information about the speaker between the dashes: that she was the first woman to be in an important position of authority in education. This information presents her in contrast to what is suggested to be a mostly male audience.

*[To achieve full marks, candidates must show an awareness of the unusual (for its time) contrast between a female superintendent and male principals.]*

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

1.2.2 The writer begins his article by telling a story (sharing an anecdote of Ella Flag Young's speech) rather than empirical evidence/facts, positioning himself to the reader as both friendly/relatable and well-informed.

*[To achieve full marks, candidates must show an understanding of 'anecdotal style' and be able to extrapolate how the author presents himself to the reader.]*

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

1.3 Initially the purpose of gender-neutral pronouns was to find a linguistically less awkward way of speaking about people in general when including both female and male genders, to 'eliminate awkwardness of speech'. This has evolved to finding a pronoun that refers not only to female and male, but other definitions of gender, to 'make space ... for many more ... genders', 'one in four LGBTQI youth' has embraced the 'singular they' and it is used to signal identity for romantic (dating apps) and communication (email signatures) purposes.

*[The focus of the answer must be on the initial need to 'eliminate awkwardness of speech' and the present need to 'make space ... for many more ... genders' and explore subsequent purpose and use.]*

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

1.4 1.4.1 noun

1.4.2 The prefix 'bi' refers to 'duality' or 'two' specifically. Thus, 'binary' is a concept that encompasses specifically two different things.

1.5 The author's tone in 'Meanwhile,' is mocking/sardonic/cynical/derisive, which reflects his attitude towards people who oppose gender-neutral pronouns as scornful/contemptuous/amused/critical. He believes that commentators' responses are hyperbolic/exaggerated, evident in his own use of theatrical diction such as 'the death of language once again' and 'went so far'. Furthermore, the author distances himself from their opinions quoting their melodramatic words such as 'sacrilege' and 'gone mad', as well as their scathing judgement that they/their pronouns are examples of 'poor grammar' and 'low academic achievement'. Moreover, he highlights the ignorance of conservatives in their thinking that 'gender-neutral pronouns are a new phenomenon', something that is 'only now spreading into other spheres'.

*[Candidates must be able to identify both tone and attitude. This should be substantiated with a discussion of diction (both the author's and the commentators') and the author's way of distancing himself from these comments.]*

A 4-mark question that requires relational thinking. Demonstrates understanding, application, analysis, complex inference or synthesis. This answer could require evaluation or appreciation.	
Marks	Skills
4	The excellent response: <ul style="list-style-type: none"> <li>is complete, <b>addressing all aspects of the question</b> and drawing them together accurately.</li> <li><b>links</b> all the ideas and provides the required <b>evidence</b>.</li> <li><b>engages with all aspects</b> of the question and <b>provides</b> the required evidence.</li> <li>Indicates a <b>clear understanding of the significance</b> of each element.</li> </ul>
2½	The good response: <ul style="list-style-type: none"> <li>is multi-structural, but <b>not integrated</b>.</li> </ul> or <ul style="list-style-type: none"> <li>is convincing but <b>incomplete</b>.</li> <li><b>provides evidence</b> if required.</li> </ul>
2	The average response: <ul style="list-style-type: none"> <li>is either <b>one-dimensional</b>, without sufficient <b>evidence</b>, or is <b>superficial and general</b>.</li> <li>does not provide enough <b>relevant justification</b>.</li> <li>demonstrates that the candidate <b>understands the issue</b>.</li> </ul>
1½	The incomplete response: <ul style="list-style-type: none"> <li>demonstrates a <b>flawed or incomplete understanding</b> of what has been asked.</li> <li>indicates an <b>understanding</b> of the text.</li> <li><b>attempts to use the text/s</b> to answer the question, but reasoning is concrete or simplistic.</li> </ul>
1—0	The inadequate response: <ul style="list-style-type: none"> <li>indicates only <b>partial/limited/no understanding</b> of this aspect of the text.</li> </ul>

1.6 The argument that 'gender fluidity is also a fad' is invalid as it has been in evidence for at least 400 years: 'in the 1600s, medical texts even referred to individuals who did not correspond with binary gender standards'.

**OR**

The argument that 'gender fluidity is also a fad' is valid. While the idea was in evidence in medical texts in the 1600s, it has not reappeared since quite recently, as if it has come in and out of fashion and back again.

*[Marks are awarded for the evaluation of the argument in the context of paragraph 6 as follows:*

*Award 2 marks if it is clear that the word 'fad' has been understood and applied to the length of time that references to gender fluidity have been in (or out) of circulation.*

*Award 1½ marks if both understanding and application are evident but not clarified.*

*Award 1 mark if only one aspect of the question has been addressed.*

*Award ½ mark for partial or limited understanding of one aspect of the question.]*

1.7 The author refers to famous and respected figures in English literature to add credibility to his argument.

*[For full marks, it must be clear that the candidate understands and has clearly expressed awareness of Shakespeare and Austen as respected literary figures and that mentioning their names adds credibility to the argument.]*

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

1.8 To 'humanise' might mean to make human or to make humane. The title of the pamphlet clearly expresses a need to make language 'human', in other words, to make it applicable to all human beings who use it and to show sensitivity and compassion to all human beings who use it, regardless of one's definition of gender. Her reasons for choosing the word 'co' which has 'inclusivity built into its linguistic roots' fully aligns with this. Although it was originally coined to include women, or anyone 'whose gender was not known', rather than the 'he' that was always used (presupposing that man is the norm or the standard), it reflects a current need to include everyone on the gender spectrum – without giving preference to one gender over another. This applies to both the binary and non-binary perception of gender and is proven by the continued search throughout the ages for a pronoun that might be used legitimately and the fact that a community has adopted the word 'co' as part of their day-to-day English. As the author proves, this debate is 'nothing new'.

*[Regardless of the candidate's conclusion – whether it is necessary to legitimise a gender-neutral pronoun, an understanding must be shown of the complexity of the 'human/e' aspect of language and that language is often used to reflect social hierarchy. This understanding must be linked explicitly to references from TEXT 1.]*

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

**QUESTION 2 SUMMARY**

Global marking, giving credit for concise and coherent sentences expressed in the candidate's own words.

<b>Very Good</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Very weak</b>
10	8	6½	5	3
9	7½	6	4½	2
8½	7	5½	4	1

**Very good: (10–8½)**

- Candidates producing a very good summary, **which has adhered to all instructions**, will demonstrate that they can successfully select relevant information from the different parts of the texts.
- Candidates will expertly synthesise that information to suit the new context and fulfil the specific requirements of the summary task.
- **The register will be consistently appropriate for an introductory speech**, and the summary will stand alone as a successful, cohesive text.
- Expression will be excellent and will demonstrate a mastery of the language.
- Full and coherent sentences will be used, resulting in a well-crafted, stylistically superior text.
- A summary in this category that exceeds the word limit can be awarded a maximum of 9 marks.

**Good: (8–7)**

- A candidate producing a good summary will be able to discern which aspects of the texts are relevant and will be able to synthesise these and convey them in his/her own words.
- **The summary will successfully meet most of the requirements specified in the instructions.**
- Candidates will **use the appropriate register for an introductory speech**, and this will be well sustained throughout the summary.
- The expression in such summaries will demonstrate clarity that is not evident in the average summary.
- Full and coherent sentences will be used and will be well sustained throughout the summary.
- A summary in this category that exceeds the word limit can be awarded a maximum of 7 marks.

**Average: (6½–5½)**

- A candidate producing an average summary will demonstrate an ability to discern which aspects of the texts are relevant and will be able to put these into his/her own words most of the time.
- **The summary might not take into consideration the most important requirements specified in the instructions.**
- There may be instances of lifting or lapses that display faulty selection, the incorrect emphasis, or difficulty with synthesis.
- **The register will be appropriate for an introductory speech**, although minor lapses may occur.
- Expression will be merely competent and there may be lapses in the construction of full sentences.
- A summary in this category that exceeds the word limit can be awarded a maximum of 5½ marks.

**Below average: (5–4)**

- A candidate producing a below average summary will demonstrate an ability – some of the time – to discern which parts of the texts are relevant, but may not be able to put this into his/her own words effectively.
- In some instances, large sections of the original texts will be lifted and reproduced.
- **It is likely that the register will not be appropriate for an introductory speech** or that the new text will not meet the requirements of the task.
- Expression is likely to be flawed but will not impede understanding.
- A summary in this category that exceeds the word limit can be awarded a maximum of 4 marks.

**Very weak: (3–1)**

- Summaries in this category will show extremely limited – if any – understanding of the texts.
- This will be evident through an inability to select appropriate parts of the texts to summarise or through excessive cutting and pasting.
- **Register will not be appropriate for an introductory speech.**
- 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 from 10 words over the last word count.
- Subtract 1 mark:
  - if no word count is provided.
  - if an inexcusably inaccurate word count has been provided.

**QUESTION 3 SEEN POETRY**

3.1 The two similes in these lines create imagery that counteracts the expectation of young, strong soldiers by comparing them to 'old beggars' and 'hags'. In both lines the image of young men who are deformed or ill or in great pain ('bent double'; 'knock-kneed'; 'coughing') bring to mind the helplessness and hopelessness suffered by the soldiers. Furthermore, the difficulty of their movement (cursing 'through sludge') is portrayed by the suggestion of carrying a terrible, heavy burden ('under sacks'). This imagery describes the terrible march of the soldiers.

*[Candidates are required to identify the similes, explain the imagery that is created, and link this to the meaning of the lines – the portrayal of broken young men marching after a battle.]*

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

3.2 The sudden change in pace from slow and rhythmic to quick and frenzied happens when the slow and painful march of the soldiers in stanza 1 is interrupted by the 'Five-Nines that dropped behind.' Stanza 2 begins with an eruption of panic with the quick repetition of 'Gas! Gas!'. The caesura and punctuation (three exclamation marks and a dash), as well as the diction ('an ecstasy of fumbling') introduce a sense of manic activity.

*[Candidates are required to identify the slow, marching pace in stanza 1 and acknowledge the sudden change to the quick, frenzied pace in line 9 of stanza 2. The reason for the change in pace (a gas attack) and the way in which it is achieved (punctuation) must also be explained.]*

3.3 The change from 'I' to 'you' makes it clear that the speaker is now addressing someone directly. This reinforces the speaker's intention to plead with the reader/listener to pay heed to and have empathy with the soldiers' horrific circumstances.

**OR**

This reinforces the speaker's intention to persuade the reader/listener of the futility/evil of war.

*[Candidates are required to address the use of the pronoun – to address the reader directly – and explain the speaker's intention – an appeal for empathy/a call to condemn the war.]*

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

3.4 The speaker's tone is one of anguish/grief/futile outrage. This is enhanced by the refrain, or repetition, of 'Give back my dead' – an imperative/command sentence that demands the impossible, or a reversal of injustice.

*[For full marks, candidates are required to show an awareness of the futility of the demand through the plaintive repetition of an imperative that cannot, realistically, be obeyed.]*

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

3.5 'Dulce et Decorum Est' is spoken from the perspective of a soldier who is in great distress because of 'a nationalist concept' where it is sweet and noble to die for one's fatherland. The concept of patriotism (being loyal to one's fatherland) is criticised by the bitterly ironic conclusion of the poem – that it is an 'old Lie'. The poem is thus a condemnation of the stereotypically unquestioning and physically masculine obedience demanded by a father-figure from his 'children ardent for some desperate glory' and approval.

In 'The Cry of South Africa', the speaker, South Africa, is personified as a mother mourning the deaths of her sons throughout the poem. She details the close connection that she shared with them from birth, when they 'First saw the light upon [her] rocky breast!' until their deaths when they 'wet [her] bosom with [their] blood!'. This poem mourns the violation of the sanctity of the mother-child bond, broken by imperialist forces ('arms of men loud called from earth's farthest bound'). However, this mother is seen as more than just 'benign'. Her nurturing 'bosom' is 'rocky' and hard, and her outrage, while maternal, is anything but soft.

*[Candidates are required to discuss the speakers of each poem and how they engage with the concept of a fatherland and motherland respectively. The connotations of each aspect should be drawn from the extract and linked to the diction in each poem. A comparison between the two poems is not necessary.]*

A 4-mark question that requires relational thinking. Demonstrates understanding, application, analysis, complex inference or synthesis. This answer could require evaluation or appreciation.	
Marks	Skills
4	The excellent response: <ul style="list-style-type: none"> <li>is complete, <b>addressing all aspects of the question</b> and drawing them together accurately.</li> <li><b>links</b> all the ideas and provides the required <b>evidence</b>.</li> <li><b>engages with all aspects</b> of the question and <b>provides</b> the required evidence.</li> <li>Indicates a <b>clear understanding of the significance</b> of each element.</li> </ul>
2½	The good response: <ul style="list-style-type: none"> <li>is multi-structural, but <b>not integrated</b>.</li> </ul> or <ul style="list-style-type: none"> <li>is convincing but <b>incomplete</b>.</li> <li><b>provides evidence</b> if required.</li> </ul>
2	The average response: <ul style="list-style-type: none"> <li>is either <b>one-dimensional</b>, without sufficient <b>evidence</b>, or is <b>superficial and general</b>.</li> <li>does not provide enough <b>relevant justification</b>.</li> <li>demonstrates that the candidate <b>understands the issue</b>.</li> </ul>
1½	The incomplete response: <ul style="list-style-type: none"> <li>demonstrates a <b>flawed or incomplete understanding</b> of what has been asked.</li> <li>indicates an <b>understanding</b> of the text.</li> <li><b>attempts to use the text/s</b> to answer the question, but reasoning is concrete or simplistic.</li> </ul>
1—0	The inadequate response: <ul style="list-style-type: none"> <li>indicates only <b>partial/limited/no understanding</b> of this aspect of the text.</li> </ul>

**QUESTION 4 UNSEEN POETRY**

4.1 The poem contains rhythm, created by the anaphora/repetition of 'How' at the beginning of sentences which all follow a similar pattern. There is metaphoric language and the imagery of the blood-stained diamonds and the 'mountainous, elaborate skyscrapers' which create a juxtaposition between 'the first world democracy' and 'malnourished labourers' who struggle with debts and taxes. The themes of the poem (class inequality, the human condition, the link between chaos, pain and beauty) are indeed 'complex and abstract' ideas that are explored and presented to the reader in an emotive manner in the poem.

*[Candidates may argue that, while 'All things beautiful were made from chaos' contains poetic elements, these are not enough to make it poetry; or they may argue that the poem conforms sufficiently to poetic elements. Either way, candidates are required to engage with the concepts in the extract and apply them to the poem.]*

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

4.2 4.2.1 The use of sibilance/alliteration of the 's' softens/introduces a smooth flow to the 'beauty' part of the sentence ('side by side, masking decades of struggles and sacrifice')

**OR**

The use of sibilance/alliteration of the 's' emphasises the bond between the two people.

*[The sound device must be identified, and its effect described.]*

4.2.2 According to the logic of the poem, the first part of the sentence describes what is beautiful while the second part of the sentence describes the 'chaos' from which it has come. A couple that 'withers away' is not a particularly beautiful image but the longevity of the love that 'an old married couple' share is what is emphasised as beautiful.

*[Candidates are required to show an understanding of the 'logic of the poem' – that this sentence, as the other sentences in the poem, is structured to reflect first what is beautiful and then show its origin, and then explain why it is beautiful.]*

4.3 'Assassination' uses varying line lengths and indentation, as well as an uncomfortable enjambment (where lines break unnaturally) to portray the frantic movement at the moment of the assassination. The chaotic/tense/fearful/nightmarish mood is particularly effectively achieved with the lack of capitalisation, except for the subject of the poem which is the only thing the speaker can focus on completely. The use of the ampersand (instead of 'and') and the brackets to explain (very quickly) where the bullet hit – all express a breathless speed.

*[Candidates are required to address the line structure and punctuation, and link these to the particular mood created in the poem.]*

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

4.4 The irony in 'All things beautiful ...' is immediately apparent in the title of the poem. One associates beauty with processes that are pleasing to the senses. However, the speaker expresses that the beautiful end-products ('diamonds embedded in fine jewellery' and 'mountainous elaborate skyscrapers') are associated with wealth, specified as belonging to 'the first world democracy', and are starkly contrasted with the chaos of their origins (the 'blood of malnourished labourers' and 'the sweat and tears of underpaid construction workers'), expressly depicting the inequality between the classes.

On the other hand, 'Assassination', while describing the assassination of Martin Luther King Jr, is an express condemnation of police brutality and racial inequality in the USA. The speaker's outrage and disbelief is expressed in the description of the ironic situation of the police storming the victim (MLK) rather than the perpetrator (the assassin). Ironically, the police 'came running/ ... in the/wrong/direction.' The speaker's incredulity is clear in 'as if/the King/ was going to fire back.' The contrast between the many policemen and the 'King' in opposition clearly depicts this inequality.

Although racial inequality in the USA is profoundly linked to class inequality, this is not made clear in 'Assassination'; rather, there is an allusion to it. However, class inequality is clearly and specifically identified and addressed through irony in 'All things beautiful ...' making it the more successful in depicting this specific theme.

*[Candidates are required to identify and discuss the use of irony in each poem and link it to an unequal balance of power: first world democracy and labouring class, and the police and Martin Luther King Jr. Astute candidates will make the link between racial and class inequality – and some reference to this is required for full marks. A conclusion must be reached as to which poem more successfully depicts class inequality through irony.]*

A 4-mark question that requires relational thinking. Demonstrates understanding, application, analysis, complex inference or synthesis. This answer could require evaluation or appreciation.	
Marks	Skills
4	The excellent response: <ul style="list-style-type: none"> <li>is complete, <b>addressing all aspects of the question</b> and drawing them together accurately.</li> <li><b>links</b> all the ideas and provides the required <b>evidence</b>.</li> <li><b>engages with all aspects</b> of the question and <b>provides</b> the required evidence.</li> <li>Indicates a <b>clear understanding of the significance</b> of each element.</li> </ul>
2½	The good response: <ul style="list-style-type: none"> <li>is multi-structural, but <b>not integrated</b>.</li> </ul> or <ul style="list-style-type: none"> <li>is convincing but <b>incomplete</b>.</li> <li><b>provides evidence</b> if required.</li> </ul>
2	The average response: <ul style="list-style-type: none"> <li>is either <b>one-dimensional</b>, without sufficient <b>evidence</b>, or is <b>superficial and general</b>.</li> <li>does not provide enough <b>relevant justification</b>.</li> <li>demonstrates that the candidate <b>understands the issue</b>.</li> </ul>
1½	The incomplete response: <ul style="list-style-type: none"> <li>demonstrates a <b>flawed or incomplete understanding</b> of what has been asked.</li> <li>indicates an <b>understanding</b> of the text.</li> <li><b>attempts to use the text/s</b> to answer the question, but reasoning is concrete or simplistic.</li> </ul>
1—0	The inadequate response: <ul style="list-style-type: none"> <li>indicates only <b>partial/limited/no understanding</b> of this aspect of the text.</li> </ul>

**QUESTION 5 VISUAL AND CRITICAL LITERACY**

5.1 5.1.1 The subject is 'you'.  
A command sentence contains an implied subject.

*[Award one mark if the candidate has a logical reason – it is not necessary to use the specific terminology.]*

5.1.2 'dead' should be 'deadly' because it is an adverb.

5.1.3 The advertiser wishes to convey the seriousness of wildlife crime and its effects, while appealing strongly to the audience to help put an end to it. The smudged, red font creates a harsh impact, focusing on the death or slaughter of animals. The red font is also reminiscent of an official stamp, emphasising the threat of punishment for the guilty.

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

5.2 5.2.1 Poachers kill tens of thousands of elephants every year.

**OR**

Every year, poachers kill tens of thousands of elephants.

5.2.2 The active voice forces one to name a perpetrator, allowing the target audience to identify and condemn the perpetrator and therefore the crime itself, angering the audience and creating a desire to act.

**OR**

The passive voice foregrounds the victims of the crime. This allows the target audience to focus on the elephants (and their number) who are being killed, creating sympathy and a desire to act.

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

5.3 This campaign uses mostly rational appeal to convince its target audience. While the first-person pronoun, 'I', is used in each case to personify and personalise the animals to the audience, the lack of emotive diction, despite the subject matter ('killed' here is a relatively neutral word), creates an informative and objective tone, informing the audience of the crime, in the case of the elephant and the rhinoceros, and the petty reasons behind it. In the case of the tiger, the threat to the survival of the species is highlighted in a factual manner. Visually, the advertisers have chosen not to use anthropomorphised or infantilised images of the animals and have, instead, used realistic, photographic images – tempered slightly by the direct look into the camera. This campaign's success would hinge on the rationality of its target audience and, despite the subtle personalisation (first-person pronouns and eye contact with viewers) might be compromised by a lack of emotional connection.

*[Candidates are required to engage with the use of both emotional and rational appeal in both the verbal and visual details of the campaign, and then make a logical evaluation of the campaign's possible success. Specific reference must be made to each frame.]*

<b>A 4-mark question that requires relational thinking. Demonstrates understanding, application, analysis, complex inference or synthesis. This answer could require evaluation or appreciation.</b>	
<b>Marks</b>	<b>Skills</b>
4	The excellent response: <ul style="list-style-type: none"> <li>• is complete, <b>addressing all aspects of the question</b> and drawing them together accurately.</li> <li>• <b>links</b> all the ideas and provides the required <b>evidence</b>.</li> <li>• <b>engages with all aspects</b> of the question and <b>provides</b> the required evidence.</li> <li>• Indicates a <b>clear understanding of the significance</b> of each element.</li> </ul>
2½	The good response: <ul style="list-style-type: none"> <li>• is multi-structural, but <b>not integrated</b>.</li> </ul> or <ul style="list-style-type: none"> <li>• is convincing but <b>incomplete</b>.</li> <li>• <b>provides evidence</b> if required.</li> </ul>
2	The average response: <ul style="list-style-type: none"> <li>• is either <b>one-dimensional</b>, without sufficient <b>evidence</b>, or is <b>superficial and general</b>.</li> <li>• does not provide enough <b>relevant justification</b>.</li> <li>• demonstrates that the candidate <b>understands the issue</b>.</li> </ul>
1½	The incomplete response: <ul style="list-style-type: none"> <li>• demonstrates a <b>flawed or incomplete understanding</b> of what has been asked.</li> <li>• indicates an <b>understanding</b> of the text.</li> <li>• <b>attempts to use the text/s</b> to answer the question, but reasoning is concrete or simplistic.</li> </ul>
1—0	The inadequate response: <ul style="list-style-type: none"> <li>• indicates only <b>partial/limited/no understanding</b> of this aspect of the text.</li> </ul>

5.4 The black line is drawn in pen and squiggly, giving it an informal and childlike appearance. This, added to the fact that it underlines 'any age', emphasises that children can be inspirational role models, too.

*[For full marks, candidates are required to address both the appearance (informal/childlike) and the placement (underlining 'any age') of the squiggly line.]*

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

5.5 The advertiser's tone is admiring/approving/impressed as the phrase 'only three years old' indicates. The low-angle shot of a young boy, positioning him as an aspirational figure, with a recycling bag slung over his shoulder, staring heroically into what we assume is a hopeful future, shows us that he is an environmental role model, worthy of admiration.

*[For full marks, candidates are required to identify the tone correctly, but are not required to link it specifically to the verbal details. Candidates must then pick out specific visual details and link it to the tone.]*

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

5.6 5.6.1 'SuperHear-o' is a play on 'Superhero'. The pun is effective in making Tegan instantly likeable to the target audience because it uses gentle humour that builds up rather than mocks the (super) power that Tegan has found because of her hearing disability.

*[For full marks, candidates are required to identify the pun **and** comment on the effectiveness of the pun in making Tegan likeable/approachable/appealing to the target audience.]*

*[Award 1 mark for the identification of the pun and 2 marks for the effectiveness.]*

5.6.2 The advertiser has chosen to focus on Tegan's hearing aid rather than her face, actively pointing out her 'disability'. However, the superhero-style 'POW!', the pen-drawing of the shooting star, the name of the 'Magic Ears' foundation, and the good work that it does (raising funds for underprivileged children), all contribute to our understanding that she does not suffer from an 'inability' – she is empowered and able to make a difference.

*[For full marks, candidates are required to show an understanding in their response of the difference between 'disability' and 'inability' and must then draw on at least one visual and one verbal detail to illustrate this understanding in the context of the advertisement. (The understanding of the concept does not need to be explicit.)]*

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

**QUESTION 6 LANGUAGE**

6.1 6.1.1 It is a neologism, a newly coined word that was invented as recently as 1999.

*[It is not necessary for candidates to specify the date; however, the understanding of 'neologism' as a newly coined word must be clearly expressed.]*

6.1.2 If we regard 'emoji' as a plural subject that agrees with the plural form of the verb ('were'), then this sentence does not contain a concord error.

**OR**

If we regard 'emoji' as a singular subject (the plural being 'emojis') that does not agree with the verb 'were', then this sentence does contain a concord error.

*[Candidates may argue either way, as long as the subject (plural/singular) and the verbs are identified and linked correctly to the concept of concord.]*

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

6.2 It is not a rhetorical question – the rest of the passage provides answers to this question.

6.3 6.3.1 The inverted commas around 'translate' are used to indicate that the word is not being used in its usual context (spoken or written language).

6.3.2 The apostrophe indicates a contraction/omission.

6.4 The ellipsis creates a dramatic pause because it introduces a rather long/elaborate/interesting explanation.

6.5 Sentence A uses a dash to include the second statement as an important afterthought, preceded by a dramatic pause. The emphasis is on the universality of emoji as a language. On the other hand, sentence B uses a full stop, which separates the two statements, giving each equal weight.

6.6 'flavourable' should be 'favourable'.

**Total: 100 marks**