



NATIONAL SENIOR CERTIFICATE EXAMINATION  
MAY 2025

**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 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.**

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**QUESTION 1      COMPREHENSION**

- 1.1 Marks may be awarded for identification of the metaphor 'trumpet information', comparing the spreading of information to the use of a loud, vocal instrument. Marks cannot be awarded for 'spare us' (apostrophe) or the oxymoron 'clever fools' as the question leads the candidate to identify a figure of speech that makes use of a comparison. Credit will be awarded for arguing the effectiveness, rather of the comparison between people who are ignorant being vocal in their opinions. In the context of paragraph 1, this can be informed by reference to the statement that 'we have never had more information than we have now in the human era – and yet we've never been more misinformed' as well as this problem being a 'curse'.

*[Candidates must identify the figure of speech, and make specific reference to the message of paragraph 1 in order to be awarded 3 marks.]*

- 1.2 The extract refers to a quote from Shakespeare's 'Henry V' which indicates that often the most vocal individuals were the ones who were the most ignorant. The author of the article, however, feels that during Victorian times 'people knew more – because they spoke to each other'. This might be inaccurate as during those times, there were still the loudest voices who might contain less accurate knowledge, which means that during Victorian times there would still be a bias of information. Ultimately, people might not have known more during this period.

*[Reference must be made to both paragraph 3 and the extract in order to be awarded full marks. Also, award full marks if the answer indicates an understanding of the idiom, a link to the passage, and an accurate evaluation of the author's opinion.]*

- 1.3 1.3.1 The dashes are used to add additional information in the form of opinionated commentary. This additional text is cynical in nature: 'and irrational adherence to' or 'like ingesting sheep dip' and therefore the register becomes quite colloquial as the author admonishes the misguided approach people had to managing Covid-19.

*[Full marks may be awarded for responses that indicate a complete knowledge of how the punctuation makes opportunity for opinion which creates the colloquial register.]*

- 1.3.2 The comparison implies that people have an emphatic need for guided solutions to problems so that during the Covid-19 pandemic, as a means to combat Coronavirus, they even resorted to the advice from fake news to eat the chemicals in which sheep are dipped.

- 1.4 Simba stands for Shrewdly Intelligent Masters of Business Administration. Simbas are MBA graduates who are 'shrewdly intelligent'. This is an effective description as the new MBA graduates should be able to have a sense of intellect that is able to make thoughtful decisions that are not premised only on the arrogance that is associated with a Smart Alec MBA. The reference is therefore effective in contrasting with the Smart Alec MBAs (or Sambas) who know the jargon but do not have the experience to implement their learning.

The acronym is further accurate as it typifies strength of a lion through the image of Simba.

*[Complete answers must be able to analyse the words that constitute Simbas as well as a contrast to that of being a Samba. Candidates do not need to show an understanding of what an MBA is to achieve full marks, but they could make reference to Simba as a lion which depicts strength.]*

- 1.5 Benign implies harmless. However, the author indicates that these people actually believe in the false ideas that they perpetuate, so they could be seen as far more harmful because of the way that they are trying to be of assistance, and have good intentions but are damaging instead. These lobbyists could be more difficult to interrogate because of their belief that they are being helpful. The malicious clever fools are driven by bigger corporations with more sophisticated argument which leverages on plausible ideas and this could be more subtle to identify because of the nuance of their assertions. The more perceptive answers would therefore be dictated by an understanding of intentional misinformation perpetuated by malicious fools whereas the unintentional misinformation is perpetuated by the benign fools.

*[Full credit must be given to the quality of the argument in this regard which includes a comment on these two different groups of lobbyists.]*

- 1.6 There is a difference between dogma which is an uncompromising belief laid down by an authority and therefore might not necessarily be accurate, whereas a principle is something which could be a more universal truth. The argument would therefore change if principle was used in that the author would be suggesting that we question all opposing views, even those which seem to be morally directed. This would mean that the message to interrogate opinion is not just confined to extremes.

*[Both dogma and principle must be mentioned to achieve full marks]*

- 1.7 Steve Jobs is a personality that is known worldwide. By 'namedropping' a celebrity, most readers will allocate some credibility to the article as a result of this reference. He was known for the uniqueness of his thinking that made Apple the giant of a company that it is today, and therefore including a quote by Jobs which refutes the status quo, the reader can access some insight as to the result of not listening to the voices of others, but resting on one's own judgement, like Jobs did. Credit must be awarded to the candidates who are able to argue the parallels between Jobs's innovative practice and the overall sentiment of the article that celebrates understanding the validity of information which leads to furthering the opinion of the article.

*[Candidates must show an understanding of the link between celebrity reputation and credibility in their response.]*

1.8 'Ozymandias of Egypt' is a poem that depicts the futility of arrogance and power. This is framed with the figure of Ozymandias who considers himself to be an all-powerful ruler, who has created a kingdom that is without equal. The imagery of his 'sneer of cold command' and the fact that he feels he is 'king of kings' reinforces that arrogance. In the same way, Ozymandias could be one of the clever fools that make the most noise. One might therefore consider the poem to be a warning in that 'it's time that the truly wise stepped up and cut through the noise of the dogma of the day'. If this advice is not adhered to, and we listen to the Ozymandias's of the world whose purposes are self-driven, perhaps our society will also turn to a barren wasteland (like the outcome of Ozymandias's kingdom). This latter point is perhaps the most relevant and needs to be an element for the candidates to be awarded full marks.

*[For a complete answer, candidates must make reference to the poem being a warning. Answers must also include an understanding of the extract of the poem, 'Ozymandias of Egypt', a link to the message of the article and a means of depicting this as a warning.]*

**QUESTION 2      SUMMARY**

Suggested response:

Eyes Forward: benefits of adults limiting screentime

Excessive screentime is a problem for adults. Limiting screen time can have benefits for both you and your children. According to the Art and Science of Looking Up report, taking breaks from screens and looking up can improve brain function, creativity, problem-solving, and the ability to maintain focus. Additionally, engaging with the world around you, and daydreaming, can help in connecting with your surroundings and empathizing with the people in your life. By reducing screen time, you can set a positive example and create more meaningful interactions within your family.

[90 words]

*[Candidates must refer to BOTH texts; however they are not required to balance both TEXT 2 and TEXT 3 equally for full marks. If a candidate does not mention Text 3 but has summarised Text 2 well, the candidate can be awarded up to 8 marks.]*

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 newsletter**, 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 newsletter**, 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 newsletter**, 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 newsletter** 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 newsletter.**
- 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 placement of the punctuation in these lines creates an 'unflowing', hesitant structure of the stanzas which depicts conflicted emotions on the part of the speaker. The full stops indicate the end of each sentence at the end of or in the middle of the line. This creates a sense of enjambment which shows that despite the finality of and acceptance of each statement, the speaker feels ongoing hurt from the person who has left. This means that the speaker has not felt a sense of closure and cannot move on from the trauma of a break-up which he/she did not initiate.

*[A complete response must include a link between the enjambment and the full stops as well as how this relates to any resolution from an ended relationship. There must be a clear link to how the punctuation creates a sense of anxiety or unease on the part of the speaker.]*

- 3.2 Metaphor. The act of physically discarding old items is compared to the idea of getting rid of memories or past experiences. It's a way to convey the speaker's desire to let go of the past and move on. This is an effective comparison because it gives the impression of clearing out in order to start afresh (like one might do with spring cleaning) as the speaker wishes to rid him/herself of the hurt and pain that is inflicted by the loss.

- 3.3 The repetition of 'all' in these lines emphasises the magnitude or entirety of what might be lost. By repeating 'all', the speaker conveys a sense of his/her apprehension about losing everything associated with the memories and the person who left. It underlines the deep impact that her departure has had on the speaker, highlighting the significant void that would be left behind if those memories were to be erased or discarded.

- 3.4 In both 'The Tenant' and 'To me, fair friend, you never can be old', 'old' refers to the memory of a loved one. However, in 'The Tenant', the 'old memories' are a burden which need to be 'clean[ed] out' whereas in Shakespeare's poem, the 'old' is rather a memory that is both endearing and enduring. Therefore, where Shakespeare cherishes the old memory and 'Such seems your beauty still', Ngulube wishes to forget and 'dispose' of it.

*[Award full marks only if candidates make reference to the context of both poems.]*

- 3.5 In 'To me, fair friend, you never can be old', the speaker looks back on the love he/she once experienced with fondness. The speaker cherishes that memory, as his/her love does not age and 'never can be old'. In addition, his/her 'sweet hue ... still doth stand' and therefore the poet does not regret the relationship that was had as it enabled them to appreciate beauty. This outlook could be advice given to the speaker in 'The Tenant' as it is clear that the speaker in this case feels hurt as a result of the end of the relationship and cannot move on because what will he/she do 'with all that empty space' that is left...? He/she is also unable to have future relationships because of the 'luggage' or baggage that has been left behind as a negative mark on the speaker's emotional state. In 'To me, fair friend, you never can be old', despite the love lost, there is the acknowledgement that 'Ere you were born, was beauty's summer dead' which implies that the speaker will not see a

beauty that is comparable to what he saw in his 'fair friend'. Therefore the speaker in 'To me, fair friend, you never can be old', will empathise with the speaker in 'The Tenant'. By virtue of the positive diction, it is clear that the speaker in 'The Tenant' will feel less of a sense of hurt, and perhaps then can move on.

*[Award full marks only if there is reference to both poems and the response includes a critical discussion.]*

**QUESTION 4 UNSEEN POETRY**

- 4.1 The family that is depicted is typically American in the brother's attire (wearing a Davy Crockett cap), with a sentimental, wholesome family atmosphere as they fish on the edge of an enormous lake. In addition a family atmosphere is constructed as the young grandchildren are with their grandparents which evokes this familial atmosphere.

*[A mark can be awarded for an analysis of how the family is portrayed, but for full marks there must be a direct link to the poem]*

- 4.2 There is limited punctuation in these lines, which creates an outpouring of images in the enjambment that is utilized, such is the memory the speaker has. It is a collective of forgotten associations, from the grandfather's posture, to what the speaker knows is in his pocket, to the memory of having wrapped the tobacco as a Christmas present. The tone that is created, therefore, is one of sentimentality as there is a rush of memory in the unpunctuated images. The structure of each line further accentuates these images as each line comes across as a list of the different elements of the memory.

*[Credit candidates for their understanding of enjambment as well as the line structure and how this reinforces tone.]*

- 4.3 This poem cannot be considered an ode although it is a tribute to the speaker's grandparents. For it to be considered an ode, there needs to be some positive praise for the speaker's grandparents. The title, 'Fifth Grade Autobiography', must be taken into consideration as an autobiography is something written about one's self.

*[Other evidence from the poem can also be used to substantiate the response.]*

- 4.4 'He's died-' is a contraction for 'he has died' which creates a sense of immediacy. The speaker's grandfather's death seems to be something that is more present tense, and it feels this way because the memory that is evoked appears in the present to the speaker. 'He's dead' would have implied that the grandfather passed away some time ago.

- 4.5 In 'Fifth Grade Autobiography' the speaker recalls the various images linked to her memory of Christmas. In her fond recollection of memories, the speaker includes the grandmother's bulging hips as she 'lean[s] into the ice chest' and the jealousy she had of her brother who 'rode his first horse, alone', when she was 'strapped in a basket/behind my grandfather.' In contrast to this, in 'For Oom Piet' the imagery of the 'ducks and puppies' resonate throughout the poem, providing a sense of innocence that is associated with the speaker's daughter. The 'courtly ... old man' also draws the speaker away from when she 'was least happy in life' and there is a sense of gratitude in the poem. As a result it could be argued that the speaker in 'For Oom Piet' deals with memory more effectively as the imagery suggests that she is more grounded by the result of having been helped through a trauma by the old, courtly man, whereas the speaker in 'Fifth Grade Autobiography' arranges extracts of memory that link to a naïve childhood emotion.

*[Candidates may select either poem to show how it explores memory. Full marks are to be awarded based on the strength of their arguments grounded in the texts. For full marks, candidates must refer to BOTH poems but ultimately indicate which poem for them explores memory more effectively.]*

## QUESTION 5 CRITICAL AND VISUAL LITERACY

- 5.1 5.1.1 As Nike is a sports brand, it would stand to reason that most of the employees would be interested in sports, or at least be familiar with sports analogies. Bringing your 'A Game' thus implies that the employees would be expected to give of their best. In this case, the 'A' refers to accountability, and thus the statement intends to inspire the Nike employees to be more answerable for their decisions. Reference could also be made to upholding the standard 'every day from start to finish'. One could also argue that this is not effective as the sporting metaphor is weak and an 'A Game' has become a term that is used in everyday language and is not confined to sports.

*[Award full marks only if the response shows the effectiveness of the sport metaphor.]*

- 5.1.2 'Rise' implies stepping up to a challenge whereas 'perform' indicates acting which therefore lacks authenticity. The meaning of being accountable would therefore change if 'performing together' was used as this would imply putting on an act and lacking sincerity in the action, whereas 'ris(ing)' implies a collective responsibility to do better and to aim higher.

*[A full answer must be clear in differentiating between 'rise' and 'perform' and the impact that they have on being accountable.]*

- 5.1.3 The larger fonts draws the reader's attention to the most important elements of the statement: 'Own up' and 'Rise Together'. These are emphatic commands that are central to the company's perception of what accountability means for their employees. 'Responsibility drives progress', 'No one ever climbed' and 'YOUR SELF' are the next set of value statements that imply individual importance, or the fact that not letting down one's Self is central to supporting Nike. The smaller text is linked to the more important corporate ideology – 'RISE TOGETHER' - being responsible for one's work, colleagues and one's self. The statement about 'throwing their arms in the air' has a minute font in order to show that no one climbs high by giving up. It emphasises that progress is driven by being responsible.

*[Award full marks if candidates link the various font sizes to the messages conveyed. Candidates need not focus on ALL font sizes to earn full marks.]*

- 5.2 The black and white background serves to make the coloured crossed out line stand out more. It also adds gravitas to the image and allows the viewer to see the woman as sophisticated and serious. The words 'Win a Triathlon in New York City', although impressive, are crossed out with an orange colour

that also serves to highlight this achievement. The cause of cycling for a charity is, however, made to look more impressive as this is a less selfish pursuit and shows that sport is moving towards altruistic goals rather than personal ones. The white colour of this text overlaid on a black and white image makes this stand out and therefore it is viewed as a more important accomplishment for the reader.

*[Award full marks only if the effectiveness of the use of colour is conveyed in the response.]*

- 5.3 In Text 5, 'Cycling from coast to coast for a cause' is about an athletic endeavour which intends to raise funds for a charity or an organisation. It is therefore an altruistic initiative. In Text 4, the values statement is about being accountable for the betterment of the company, especially in the first image. The second image is about 'rising together' and later on the impact that this might have on self-fulfilment. As a result, both texts try to portray Nike as a company which values the sacrifice of self for a better community, either via being accountable to colleagues, or by doing something significant for a charity (instead of celebrating individual success).

*[Complete answers must show an understanding of altruistic values – giving back – as a means of promoting community success rather than personal results. To be awarded full marks, candidates' responses should show a clear link between TEXT 4 and TEXT 5.]*

- 5.4 The layout depicts a progression starting from 'now is the time' which commands the reader to 'dust off old novels', 'toss out your phone' and then explore different means of reading via the different compartments or rooms in the house and finally venturing into the world beyond, being fulfilled. The compartmentalising of the different rooms in the house therefore are related to the different types of reading, and the satisfaction that can be derived from these books. The layout therefore indicates a reading journey. All of the characters who are reading are depicted with an intense focus on their books, and their body language shows that they are engrossed in these texts. This enhances the idea that reading is something intensely captivating. Ultimately the figure who leaves the house seems to be far more joyful as is evidenced by his outstretched arms. This is as a result of the enrichment gained by reading books.

*[For full marks, candidates must make reference to the link between the verbal and visual details and how these progress throughout the text in order to convey the message of promoting a love of reading.]*

- 5.5 This is quite an open ended question. Answers must show that the candidates understand that the question is asking about the agenda of this advertisement and who benefits from this. Obviously an obsession with coffee is being promoted, which would serve the coffee brand, as it entices the machismo that is associated with drinking too much coffee and the flippant reference to this as a 'legal drug'. Reference to the enthusiastic expression of the 'user' and the coffee spread on the table as if it is a drug must be included in the answer.

*[For full marks, answers must refer to the implication of using the coffee as an addictive substance as well as link to the visual images.]*

- 5.6 Credit may be awarded for both opposing and proposing views for this question, as long as the argument that is created is convincing. However, having said this, due to the nature of the definition and website extract, it would be far easier to make an argument that this is not an ethical way to promote coffee. The creator of this advertisement is capitalising on the strength of their coffee as a means to show that their brand is so good that it is addictive. In this manner they create a sense of exaggeration that is reinforced by both the graphic and the text. The tone of the advertisement with a person snorting coffee is obviously meant to be humorous and not taken seriously. They are taking advantage of the common perception that coffee is something that we cannot do without and playing on this addiction. The quote 'legal version of crack' has a similar intention which shows humorously how coffee has become something that is 'essential' for 'survival'. All of this has an underlying understanding that this coffee can be harmful, and it is explicitly mentioned in the 'Will I die if I drink this coffee' extract. Therefore, it could be argued that an overt promotion of coffee as a drug is not ethical. As a contrasting argument, more nuanced responses could explain that the advertisers know the dangers of their product and are not shying away from them, informing their users clearly of these dangers and thus they are being ethical. The question would be around the ethics of the people who buy the coffee.

*[For full marks, candidates must reference the advertisement, definition and website extract as a means of furthering a clear argument around the ethics of advertising a dangerous product.]*

**QUESTION 6 LANGUAGE**

- 6.1 WWF is an initialism because each letter stands for another word (1), namely World Wildlife Fund (1).
- 6.2 'Practice' is used for the noun, or the name of the exercise (1), while 'practise' is for the verb or the action of performing the activity.
- 6.3 Concord Error: the error in the sentence is the subject-verb agreement. The subject '30% of the fish' is plural, so the verb should be 'are' instead of 'is.' Corrected sentence: 'Shocking is to know that up to 30% of the fish are caught illegally and to do nothing about it.' Credit can also be awarded for a misrelated participle as 'shocking' is not linked to a subject. Corrected sentence: 'It is shocking to know that up to 30% of the fish are caught illegally and to do nothing about it.'

*[Award 1 mark for the identification of the error and 1 mark for the correction.]*

- 6.4 Yes, 'overfishing' should be hyphenated. When 'over' is used as a prefix to a word, it is typically hyphenated to indicate that it is combined with the following word to form a single concept. In this case, 'overfishing' refers to the excessive or unsustainable fishing that depletes fish stocks. So, the correct spelling is 'over-fishing'.
- 6.5 'Choose sustainable fish' suggests selecting individual fish that are sustainable, possibly when shopping for seafood. 'Choose sustainable fishing' suggests supporting or advocating for fishing practices that are sustainable, rather than focusing on individual fish. The choice between the two phrases depends on the intended meaning. If you want to emphasise the selection of individual fish, 'choose sustainable fish' is more appropriate. If you want to emphasise supporting sustainable fishing practices in general, 'choose sustainable fishing' is better.

**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	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.</li> <li><b>integrates all elements, making connections and demonstrating a clear understanding</b> of how the parts contribute to the whole.</li> </ul>
4	The very good response: <ul style="list-style-type: none"> <li><b>makes specific reference</b> to the required text(s).</li> <li>makes <b>accurate links</b> between the question and the text(s).</li> <li>provides evidence that <b>understanding</b> can be <b>applied to familiar contexts</b>.</li> <li><b>integrates the key elements, making connections and demonstrating a clear understanding</b> of how the parts contribute to the whole.</li> </ul>
3	The average response: <ul style="list-style-type: none"> <li>refers to the required text(s) in a <b>general</b> way without addressing all aspects.</li> <li>makes simple, <b>underdeveloped links</b> between the question and the text(s)</li> <li>could be complete, without the required references or evidence.</li> <li><b>does not demonstrate an understanding</b> of the significance of the whole determined (does not clarify/establish the significance of the whole).</li> </ul>
2	The incomplete response: <ul style="list-style-type: none"> <li>refers to the text(s) in a <b>general</b> way.</li> <li>is <b>inaccurate or simplistic</b>.</li> <li>demonstrates <b>concrete thinking</b> and an <b>incomplete understanding</b> of the elements.</li> </ul>
1	The very partial response: <ul style="list-style-type: none"> <li><b>refers to the text(s)</b>.</li> <li>does not answer the question because of a <b>lack of understanding</b>.</li> <li>Attempts to deal with only <b>one aspect of the question</b> but does so very poorly.</li> <li><b>very limited understanding</b> displayed.</li> </ul>
0	The inadequate response: <ul style="list-style-type: none"> <li>no understanding, a flawed response.</li> </ul>

A 2-mark question that requires uni-structural thinking. Demonstrates understanding and application, literal comprehension, and reorganisation.	
Marks	Skills
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> <li>or</li> <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>

<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>demonstrates <b>understanding</b> applied to familiar contexts.</li> <li><b>integrates all elements</b>, making connections and <b>demonstrating a clear understanding</b> of how the parts contribute to the whole.</li> </ul>
3½–3	The good response: <ul style="list-style-type: none"> <li>shows that the <b>significance of each element is understood</b>, but an aspect of the answer is <b>not clearly explained</b>.</li> <li>or</li> <li>addresses each element but <b>does not successfully link them</b>.</li> <li>is <b>not entirely convincing</b> and/or does not convey a clear understanding of how the parts contribute to the whole.</li> </ul>
2½	The average response: <ul style="list-style-type: none"> <li>is <b>multi-structural but</b> addresses the elements in an <b>incomplete or flawed way</b>.</li> <li><b>does not link elements</b> or <b>does not demonstrate an understanding</b> of the significance of the elements.</li> <li><b>omits or misunderstands</b> a key element.</li> </ul>
2	The incomplete response: <ul style="list-style-type: none"> <li>is <b>one-dimensional</b>, omitting more than one element.</li> <li>indicates a <b>flawed understanding</b> of the question and/or the text.</li> </ul>
1½	The very partial response: <ul style="list-style-type: none"> <li>attempts to address aspects of the question but indicates only <b>partial understanding</b>.</li> </ul>
1–0	The inadequate response: <ul style="list-style-type: none"> <li>attempts to deal with <b>only one aspect</b> of the question but does so very poorly.</li> <li><b>very limited understanding</b> displayed.</li> </ul>

<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> <li>or</li> <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 <b>is 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>