NATIONAL SENIOR CERTIFICATE EXAMINATION
MAY 2024

ENGLISH FIRST ADDITIONAL LANGUAGE: PAPER II

MARKING GUIDELINES

Time: 2½ hours 100 marks

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

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

IEB Copyright © 2024

SECTION A LITERATURE: *To Kill a Mockingbird* by Harper Lee

QUESTION 1 CONTEXTUAL QUESTIONS

1.1 Atticus is afraid that the townspeople might harm Tom Robinson so he goes there to protect him.

1.2 Jem and Dill

1.3 The men have come to threaten or harm Tom, but they whisper so as to not disturb their victim, which is strange. / Even though they were not on Atticus' side, they still had respect for him.
Also allow for other possible answers, e.g., wanting to harm/kill someone, is not humorous (not funny) at all.

1.4 'Thought about it, but didn't believe it.'

1.4.1 "It" refers to the snipe hunt. (Some non-existent emergency deep in the woods to keep Sheriff Tate occupied while the group of men breaks into the jail and lynch Tom Robinson)

1.4.2 Atticus cannot believe that the men would go as far as sending the sheriff out of town on a false alarm so that they can get to Tom, and that the sheriff would fall for their trick.

1.5 Scout talks to Mr Cunningham directly about his entailment and reminds him that Atticus previously helped him.
She also talks about his son, Walter, who is in the same grade as she is.
This makes him realise that what he is doing is wrong.

1.6 Atticus is brave. Although there is a possibility of danger, he stands firmly by his beliefs. He goes to the jail unarmed to protect Tom at all costs.

OR

Atticus is foolish. He has been warned twice not to defend Tom, but he still goes to the jail unarmed while he is aware of the possibility of danger/death.

IEB Copyright © 2024

QUESTION 2 PARAGRAPH: PERSONAL RESPONSE

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

Possible content may include:

Yes:

- Atticus's decision to let Aunt Alexandra come and stay with the Finch family in Maycomb has potential benefits and drawbacks.
- As a single father, he wants to provide a female presence in the household for Scout and Jem. Aunt Alexandra can be a valuable source of guidance for Scout on how to behave as a proper lady. (dress, social behaviour, etc.)
- Atticus recognises her strengths, such as her sense of family duty and loyalty. He knows that she can be a stabilising influence in the children's lives, especially during the tumultuous events of the Tom Robinson trial.
- As a traditional Southern woman who believes in upholding the family's reputation and conforming to society's expectations of gender and class roles, she is a member of the Maycomb social elite (e.g., women's Missionary Circle). This can help to shield Atticus and the children from the worst of the social backlash they may face.
- Scout's relationship with Aunt Alexandra highlights the complexity of family relationships and the importance of mutual respect and understanding. Scout learns that people need not agree on everything to respect one another. As the novel progresses, Scout begins to understand her aunt's perspective more and to appreciate her role in the family. Scout and Aunt Alexandra's relationship gradually grows more positive based on mutual respect and understanding.
- Overall, while the decision to let Aunt Alexandra stay with the family is not without its challenges, it is a calculated risk that Atticus feels is necessary for the well-being of his children.

No:

- Atticus Finch's decision to allow his sister, Aunt Alexandra, to come and stay with them to help with the children, especially Scout, is not wise in light of his views on parenting.
- Her presence in the Finch household represents a potential source of conflict and tension.
- Atticus values independence and individuality and encourages his children to think for themselves, rather than conform to the expectations of society. Aunt Alexandra has a traditional and conservative view of what it means to be a 'proper' Southern woman, and this clashes with Scout's tomboyish nature and Atticus's more progressive attitudes.
- Aunt Alexandra tends to view the Finch family through the lens of her own social status and history. She is therefore concerned about Scout's clothing and often scolds her for wearing overalls instead of dresses. She is also concerned about Scout's social behaviour and criticises her for playing with boys and engaging in activities that she deems unladylike. She forbids Scout to invite Walter Cunningham to their home to play and goes so far as to call him trash. She wants Scout to be more polite and reserved and encourages her to socialise with other girls in the community.
- Aunt Alexandra doesn't agree with the influence Calpurnia has on the Finch household and advises Atticus to let her go. Atticus refuses firmly.
- She is opposed to Scout and Jem attending the trial of Tom Robinson. She believes that the trial is not an appropriate place for children and that the subject matter is too mature

IEB Copyright © 2024

for them to understand. She worries that the children's attendance at the trial could reflect poorly on the family.

- In conclusion, while Atticus Finch's decision to allow his sister to come and help with his children may be seen as an attempt to provide additional support for his family, it cannot be fully justified in the light of his own views on parenting. Atticus values independence, justice, and fairness, and allowing Aunt Alexandra to come and impose her own beliefs and values on the children may be seen as compromising these values.

IEB Copyright © 2024

QUESTION 3 DIALOGUE

NB No preamble of greetings and musings. Expected content may include:

- Dill, a childhood friend of Jem and Scout, has a close relationship with both Scout and Jem.
- He serves as a source of fascination for Scout, who is intrigued by his odd behaviour and his stories about his life in Meridian.
- Scout is also attracted to Dill's adventurous spirit and his imagination which he often uses to create elaborate games and stories.
- In his childish innocence, Dill asks Scout to marry him and even suggests that they should order a baby from the man on the island where the babies are kept but then he 'neglects' her as he and Jem spend more time together.
- Jem is initially sceptical of Dill but soon accepts him and includes him in his and Scout's adventures.
- When Dill visits, they act out plays in which they pretend to be members of the Radley family.
- One specific incident that highlights the close relationship between Dill and the Finch children is their plan to lure Arthur 'Boo' Radley out of his house. Dill proposes the plan, but Scout is initially hesitant to participate. However, she eventually agrees. They write a note to Boo in which they ask him to come out. They try to push the note through the letterbox of his house. They finally decide to go into the yard of the Radleys' house and look through the windows to see if they can see Boo. When they see the shadow of a man walking towards them, they run away. Jem's pants get caught on the fence and he leaves them behind. Later, when he goes back to get them, he finds that they have been mended and folded neatly and put on the fence. This incident highlights the bond between the three children and the trust they have in each other.
- Jem also serves as a mentor to Dill, offering him advice and guidance on how to handle difficult situations e.g., on the night that Scout finds Dill underneath her bed after he has run away from home.
- The three children attend the trial of Tom Robinson against the wishes of Aunt Alexandra and Dill's aunt, Miss Rachel Haverford. When Tom is found guilty by the jury (while he is clearly innocent), the three children lose their innocent, childish view that a court of law can deliver justice.

IEB Copyright © 2024

QUESTION 4 ESSAY WITH GUIDELINES

Marker's discretion: please allow for any relevant content that explores the influence the three characters mentioned in the question, have on Jem and Scout. Expected responses may include:

- **Paragraph 1**: In Harper Lee's novel 'To Kill a Mockingbird', Atticus Finch is the primary adult influence in his children's lives and he teaches them valuable life lessons, but there are other adults who also have a positive impact on them. These include Calpurnia, Miss Maudie Atkinson and Arthur 'Boo' Radley.

- **Paragraph 2**: Calpurnia is the Finch family's cook and housekeeper. She is a strong, wise, and caring figure in Scout and Jem's lives. Calpurnia teaches the children important lessons about manners and respect. (e.g., she scolds Scout for being rude when Walter Cunningham visits them). She also provides a link to their African-American community (e.g., she takes Scout and Jem to her church, where they learn about the different perspectives and experiences of their black neighbours.)

- **Paragraph 3**: Miss Maudie Atkinson is a neighbour and friend of the Finch family. She is a kind and generous woman who provides the children with a safe and welcoming place to go. She even often bakes a cake for them. Miss Maudie encourages the children's curiosity and helps them understand the complexities of the adult world.
  For example, when Jem is struggling with the unfairness of the Tom Robinson trial, Miss Maudie tells him that there are good people and bad people in the world, but ultimately, the good people will prevail. She also helps them to see that Atticus is actually a very brave man and that they should be very proud of him.

- **Paragraph 4**: Arthur 'Boo' Radley is a mysterious figure who lives on the same street as the Finch family. Although he is initially feared and misunderstood by Scout, Jem, and their friend Dill, they eventually learn that he is a kind and generous person who has been victimised by his own family. Boo's kindness is shown in several ways, including when he leaves small gifts for the children in a knothole of a tree, when he covers Scout with a blanket on the night Miss Maudie's house burns down and when he saves their lives by fighting off Bob Ewell in the novel's climax. Through their interactions with Boo, Scout and Jem learn the importance of looking beyond appearances and prejudices.

- **Paragraph 5**: In conclusion, while Atticus Finch is the primary adult influence in his children's lives, these other characters also play important roles in their growth and development. Through their interactions with Calpurnia, Miss Maudie Atkinson, and Boo Radley, Scout and Jem learn valuable lessons about empathy, compassion, and fairness.

IEB Copyright © 2024

QUESTION 4 ESSAY WITH GUIDELINES

ASSESSMENT RUBRIC FOR LITERARY ESSAY

	%	CONTENT = 15			STYLE = 5	
LEVEL	***%***	***MARK /15***	***CLASSIFICATION***	***CRITERIA***	***MARK /5***	***CRITERIA***
7	100 97 93 90	15 14.5 14 13.5	Outstanding	**An impressive and distinguished essay that is succinct and stands out above the rest**. • Thorough and impressive, in-depth knowledge of the text. • Exemplary understanding: can reproduce relevant facts insightfully within the question. • Every point relevant to the topic. • Thorough literary appreciation: understands, enjoys, can evaluate.	5 4.5	• Planned, structured, well-considered argument with effective linkage and excellent cohesion. • Logical progression of argument. • Lucid, eloquent. • **Original expression.** • Excellent control of tone. • Textual substantiation of every comment. • Excellent vocabulary and language structures. • Formal language usage. • Grammatically correct. • Third person. • Present tense.
	87 83 80	13 12.5 12	Excellent Distinctive	**A perceptive essay that is commendable and well-structured.** • Thorough, accurate and confident knowledge of the text. • Mature understanding: integrates and elaborates textual references insightfully. • Maintains consistent focus. • Literary appreciation is evident.	4	
6	77 73 70	11.5 11 10.5	Very good	**A skilful, competent essay that is focused.** • Very good, accurate knowledge of the text. • Very good understanding: argument is developed logically; may have minor lapses. • Relevant textual references – these could have been used with greater effect. • Good appreciation of the text.	3.5	• Planned, structured argument with good linkage. • **Clear expression**, coherent. • Control of tone. • Textual substantiation of comments. • Very good vocabulary and language structures. • Formal language usage. • Grammatically correct. • Third person. • Present tense.
5	67 63 60	10 9.5 9	Good Average/ Satisfactory	**An essay that 'does the job'.** • Adequate knowledge of text. • Satisfactory understanding: argument is developed in an adequate manner and most points relate to topic. • Mostly relevant textual references; some generalisations. • Some appreciation of text.	3	• Adequate linkage to show logical progression, sound introduction and conclusion. • **Plain expression.** • Most comments supported by appropriate substantiation. • Some duplication of comment. • Satisfactory vocabulary and language structures. • Predominantly formal language. • Third person. • Odd fluctuations from present tense.
4	57 53 50	8.5 8 7.5	Less than satisfactory	**An undeveloped essay that attempts to engage with the question.** • Reasonable knowledge of the text. • Simplistic understanding of question: argument is partly developed; narrow interpretation and vague reference to the topic. • Attempts to answer given question; vague textual references.	2.5	• Introduction and conclusion, some linkage to show progression. • **Pedestrian expression.** • Partial support of comment with textual substantiation. • Simple vocabulary and language structures. • Predominantly formal language. • Predominantly third person. • Fluctuations from present tense.
3	47 43 40	7 6.5 6	Adequate	**A simplistic essay that struggles to engage with the question.** • Limited understanding of the text. • Errors of understanding of question and/or content, muddled. • Little or no referencing/ flawed referencing. • Only hints at topic.	2	• Lack of planning, poorly structured. • Weak introduction and conclusion. • Haphazard, disjointed, rambling, very poor linkage. • Some distracting errors with textual substantiation. • Weak vocabulary and sentence structures. • Use of colloquialisms, contractions. • Limited textual substantiation.
2	37 33 30	5.5 5 4.5	Passable but inadequate	**A poor essay that is muddled, vague and/or inaccurate.** • Unsatisfactory knowledge of the text. • A weak, flawed response, which might be off topic. • Very few if any links of textual referencing to the question. • Difficult to identify any distinct argument; unfocused.	1.5	Defective: • unstructured, sloppily written. • requiring marked effort to understand. • paragraph links problematic. • serious vocabulary and sentence structure errors. • poor textual substantiation.
1	27 23 20	4 3.5 3	Erroneous	**An extremely weak essay; at times displays a feeble attempt to engage with the text.** • Poor/incomplete/flawed/no knowledge of the text. • The essay is vague, muddled and lacks focus. • No links of textual referencing to the question.	1	Defective: • unstructured, sloppily written. • requiring marked effort to understand. • no linkage. • serious vocabulary and sentence structure errors. • disjointed textual substantiation.
	17 13 10 7 3	2.5 2 1.5 1 0.5	Incompetent	**A totally incompetent essay; displays no link to the text or the question.** • Serious errors of understanding of the question and/or the text. • Complete misinterpretation of topic. • Vague attempt to produce a response.	0.5	• Barely intelligible.

IEB Copyright © 2024

SECTION B TRANSACTIONAL WRITING

QUESTION 5 LONGER TRANSACTIONAL PIECE: BLOG

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

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

IEB Copyright © 2024

QUESTION 6 SHORT TRANSACTIONAL PIECE: MEMORANDUM

ASSESSMENT RUBRIC

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

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

Total: 100 marks

IEB Copyright © 2024