



NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 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.

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

QUESTION 1 **CONTEXTUAL QUESTIONS**

- 1.1 The dog has rabies.
- 1.2 She takes Jem and Scout inside the house and shuts the door. She immediately calls Atticus at his office and tells him about the dog. She asks Eula May at the telephone exchange to let the rest of the people on the street know and then runs out to warn the Radleys because she doesn't know if they have a phone.
Any TWO
- 1.3 They all go into their homes and close their doors.
- 1.4
 - When Atticus and Mr Tate arrive, the dog can either follow the road or go into the Radley's yard.
 - Sheriff Tate is not confident about his shooting skill and asks Atticus to shoot the dog.
 - At first Atticus refuses but he eventually agrees.
 - Although Atticus is nervous, he shoots the dog.
 - The other people start to come out of their homes.
 - Zeebo comes to take Tim Johnson away.Any FOUR
- 1.5 1.5.1 "One-Shot Finch"
- 1.5.2 He was the best (deadest) shot in Maycomb County in his time. (If he missed one shot, he complained about wasting ammunition.) /Atticus often only needed one shot to make a killing.
- 1.6 She says Atticus sees his marksmanship/shooting skill as a gift of God. He put his gun down when he realised that God had given him an unfair advantage over most living things./Atticus did not think that it was appropriate to use his talent/shooting skill to gain leverage.
- 1.7 Initially Jem and Scout are a little ashamed of Atticus because they think he is really old and can't do as much as the other children's fathers. (1) However, they are now impressed when he kills the dog with one shot. (1) Scout mentions that they will have something to tell at school the following Monday (she wants to brag about his shooting skill), but Jem stops her and concludes that Atticus wouldn't want them to as he is a gentleman (very humble). (1)

QUESTION 2 PARAGRAPH: PERSONAL RESPONSE

Content – relevant content, well-reasoned statements and examples from the novel.	10 marks
Language, style and register are appropriate; clear stance and overall convincing voice.	5 marks

Learner's own opinion/stance should be clearly expressed. Allow for both sides. Supporting detail based on the text, must be provided.

Possible content on why "To Kill a Mockingbird" is an appropriate title for this novel.

- The title "To Kill a Mockingbird" is highly appropriate for Harper Lee's novel as it captures the central theme of destroying innocence and goodness in a society plagued by prejudice.
- Throughout the narrative, mockingbirds symbolise innocence and goodness, creatures that bring joy without causing harm.
- Atticus Finch imparts this lesson to Scout and Jem, emphasising the moral injustice of harming something so innocent.
- The metaphor of the mockingbird is evident in characters like Tom Robinson, a kind and harmless man falsely accused of assaulting and raping Mayella Ewell.
- When Tom is unjustly convicted and sent to prison, he tries to escape and is killed by the prison guards.
- His death represents the destruction of an innocent life, akin to killing a mockingbird.
- Similarly, Boo Radley, despite his reclusive nature, is another mockingbird figure. The town's misconceptions and rumours about Boo symbolise the societal prejudices that threaten his innocence. Sheriff Heck Tate realises that making Boo Radley appear in court after Bob Ewell's death will be like killing a mockingbird and therefore refuses to do so.
- Atticus Finch, in defending Tom Robinson, also becomes a target of Maycomb's judgment and hostility, highlighting the destructive consequences of challenging the status quo.
- The title resonates throughout the novel as characters face the harsh realities of racial injustice, emphasising that harming the innocent, metaphorical mockingbirds leads to a loss of purity and goodness in the world as seen here in the lives of the children, Jem, Scout and Dill.

Possible content on why "To Kill a Mockingbird" is not an appropriate title for this novel:

- The title "To Kill a Mockingbird" may be considered inappropriate for Harper Lee's novel by some, as it oversimplifies the complexity of the moral and social issues it addresses.
- While the metaphor of the mockingbird resonates with innocence and harmlessness, the title may suggest a singular act of destruction against goodness.
- However, the novel broadly explores societal prejudices, moral growth, and the complex dynamics of human behaviour.
- The metaphorical use of mockingbirds primarily centres on characters like Tom Robinson and Boo Radley, who, while embodying innocence, are not the sole victims of injustice.
- The racial prejudice in Maycomb impacts the entire black community.
- Additionally, the title oversimplifies the moral challenges faced by individuals like Atticus Finch, who confronts the deeply ingrained racism of his town while defending Tom Robinson and Sheriff Heck Tate who refuses to arrest Boo Radley for Bob Ewell's death.
- The title overlooks the broader theme of moral courage and resilience displayed by characters like Atticus, Scout, and Jem in the face of societal injustice.
- In this sense, the title may limit the breadth and depth of the novel's thematic richness.

QUESTION 3 DIALOGUE

Expected content: NB No preamble of greetings and musings

The dialogue should focus on Calpurnia's role in the Finch household and the fact that she is seen as part of the family.

Possible content may include but is not limited to:

- Calpurnia grew up on Finch Landing with Atticus and moved to Maycomb with him.
- She has played a crucial and multifaceted role in the Finch household since she joined as their housekeeper.
- Atticus sees her as part of the family and refuses to let her go just because Aunt Alexandra thinks they no longer need Calpurnia.
- Serving as a maternal figure, Calpurnia provides emotional support and guidance to Scout and Jem in their mother's absence.
- She instils a sense of discipline and respect for others in them, contributing significantly to their moral development.
- When Jem invites Walter Cunningham to lunch with them and Scout is rude towards him, Calpurnia disciplines her in the kitchen, forcing her to stay and eat there. She teaches Scout that one always treats one's guests with respect.
- She is one of the few black people in Maycomb who can read and write and she teaches Scout to write.
- She serves as a female role model for Scout even though Aunt Alexandra does not acknowledge her influence.
- She takes responsibility in the community. When Jem sees the rabid dog, he immediately tells Calpurnia. She phones Atticus and then asks Eula May to inform the town that there is a mad dog on the loose. She runs out to warn the Radleys as she doesn't know if they have a telephone.
- Calpurnia's role expands beyond traditional housekeeping duties; she becomes an intermediary between the Finches and the African American community, fostering a bridge between the two worlds.
- Her presence introduces the children to the racial complexities of Maycomb, offering them valuable insights into the disparities/inequalities that exist.
- When Atticus is out of town, she takes Jem and Scout with her to the church in the coloured community.
- When Lula asks Calpurnia what white children are doing in their black church, Calpurnia answers that they are with her and that black and white people serve the same God.
- When Tom Robinson is killed, Atticus asks Calpurnia to go with him to tell Tom's wife, Helen, about his death.
- Calpurnia serves as a moral compass for the Finch family, imparting lessons on empathy, equality, and fairness. Her influence extends beyond the confines of the Finch household, shaping the children's worldview.

Content – relevant and creative content linked to the question.	7 marks
Dialogue format, occasional, meaningful gestures in present tense, conversational style.	3 marks

QUESTION 4 ESSAY WITH GUIDELINES

Marker's discretion: please allow for any relevant content that explores the theme of the value of education.

Expected responses may include but are not limited to:

Paragraph 1

Education, both formal and informal, emerges as a significant theme in "To Kill a Mockingbird." The extract from the novel, along with the quotes by William S. Burroughs and Edward James Olmos, highlights the diverse roles education plays in the lives of characters in Maycomb.

Paragraph 2

- In the Finch family, education is highly valued. Atticus, recognising the importance of knowledge and values, insists on Scout attending school despite her reluctance.
- Atticus values education not just for its factual content but as a tool for instilling essential values in his children, as highlighted by William S. Burroughs' quote.
- Scout learns to treat people with respect, regardless of how they behave e.g., Atticus calls Mayella Ewell "Miss Mayella" in court.
- Atticus tells Scout that she has to obey Calpurnia and Aunt Alexandra and treat them with respect.
- He tells the children to stop trying to get Boo to come out of the house.
- He instils in them the importance of empathy and understanding, emphasising the unjust nature of racial prejudice.
- He teaches them not to judge others without understanding their perspective, as seen when he explains Mrs Dubose's struggles with addiction.
- Atticus believes in the power of education and moral values to prevent violence. He teaches Scout to refrain from fighting, even when provoked. He believes in resolving conflicts through reason and understanding, rather than resorting to violence.
- When Bob Ewell threatens and insults Atticus and even spits in his face, Atticus doesn't retaliate, but merely says that he wishes Bob Ewell didn't chew tobacco.

Paragraph 3

- Contrastingly, the Cunningham family's lack of formal education is highlighted. Walter Jr. – a classmate of Scout – is willing to attend school and works hard but can only attend school when he doesn't have to help on the farm.
- Despite their limited formal education, the Cunninghams value integrity and display a different form of education through their ethical choices. Walter refuses Miss Caroline's quarter, showing the values of integrity and self-respect.
- When the mob wants to harm Tom Robinson at the prison, Scout starts talking to Mr Cunningham and reminds him that she is in Walter's class at school. This reminds Mr Cunningham of his own values and he tells the men to go home.

Paragraph 4

- On the other end of the spectrum is the Ewell family, who are trapped in a cycle of poverty and ignorance, and their lack of education perpetuates harmful attitudes and cruelty.
- Bob Ewell's false accusation against Tom Robinson shows how ignorance can breed prejudice and injustice.
- Bob Ewell's lack of moral guidance in parenting is evident in his neglect and mistreatment of his children.
- He resorts to violence to assert dominance and control.
- Bob Ewell sexually abuses and exploits his daughter Mayella, showing a complete disregard for moral values and a failure to provide a nurturing and protective environment.
- His lack of education and moral guidance culminates in his threats to Atticus and his violent assault on Scout and Jem.

Paragraph 5

In conclusion, "To Kill a Mockingbird" portrays education as a multifaceted theme. While formal schooling is one aspect, moral and ethical education, influenced by values and choices, is equally necessary to create a just society.

ASSESSMENT RUBRIC FOR LITERARY ESSAY

LEVEL	%		CONTENT = 15		STYLE = 5	
	%	MARK /15	CLASSIFICATION	CRITERIA	MARK /5	CRITERIA
7	100 97 93 90	15 14,5 14 13,5	Outstanding	<p>An impressive and distinguished essay that is succinct and stands out above the rest.</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<p>A perceptive essay that is commendable and well-structured.</p> <ul style="list-style-type: none"> Thorough, accurate and confident knowledge of the text. Mature understanding: integrates and elaborates textual references insightfully. Maintains consistent focus. Literary appreciation is evident. 	4	<ul style="list-style-type: none"> 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.
6	77 73 70	11,5 11 10,5	Very good	<p>A skilful, competent essay that is focused.</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.
5	67 63 60	10 9,5 9	Good Average/ Satisfactory	<p>An essay that 'does the job'.</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.
4	57 53 50	8,5 8 7,5	Less than satisfactory	<p>An undeveloped essay that attempts to engage with the question.</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.
3	47 43 40	7 6,5 6	Adequate	<p>A simplistic essay that struggles to engage with the question.</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Defective: <ul style="list-style-type: none"> unstructured, sloppily written. requiring marked effort to understand. paragraph links problematic. serious vocabulary and sentence structure errors. poor textual substantiation.
2	37 33 30	5,5 5 4,5	Passable but inadequate	<p>A poor essay that is muddled, vague and/or inaccurate.</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Defective: <ul style="list-style-type: none"> unstructured, sloppily written. requiring marked effort to understand. no linkage. serious vocabulary and sentence structure errors. disjointed textual substantiation.
1	27 23 20	4 3,5 3	Erroneous	<p>An extremely weak essay; at times displays a feeble attempt to engage with the text.</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Barely intelligible.
	17 13 10 7 3	2,5 2 1,5 1 0,5	Incompetent	<p>A totally incompetent essay; displays no link to the text or the question.</p> <ul style="list-style-type: none"> Serious errors of understanding of the question and/or the text. Complete misinterpretation of topic. Vague attempt to produce a response. 	0,5	<ul style="list-style-type: none"> Barely intelligible.

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 may, for example, achieve a level 7 for '**PURPOSE**', but only a level 5 for '**LANGUAGE AND FORMAT**' (e.g., 13 + 9 = 22).

LEVEL	MARK	PURPOSE	LANGUAGE AND FORMAT
		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 take into account 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 take into account 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.

QUESTION 6 SHORT TRANSACTIONAL PIECE: INVITATION

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 may, 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 take into account 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 takes into account 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