



NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2025

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 Tom Robinson is accused of **raping Mayella Ewell**.
- 1.2 guilty
explaining that despite Tom Robinson's innocence, the jury convicts him because of **racial prejudice**.
- 1.3 In the past, juries would have convicted a black man almost **immediately**, but this delay hints at the **possibility of a change** in societal views and attitudes. /must reflect a positive outcome.
- 1.4 Because of the **deep-seated racial prejudice** in Maycomb society during the 1930s, a Black man like Tom Robinson could not receive a fair trial/not guilty verdict against the word of the white woman, Mayella Ewell.
- 1.5 1.5.1 One of the Cunninghams.
- 1.5.2 Jem is surprised because the Cunninghams were **involved in the mob** that wanted to lynch Tom Robinson earlier in the novel. This shows a **contradiction** in their behaviour, as they initially seemed to share Maycomb's racist attitudes but would now defend **Tom Robinson** and advocate for justice.
(Any TWO)
- 1.5.3 Atticus says you just have to know the Cunninghams to understand this behaviour. They are **honest** people who won't take anything from or off anybody. **Once you earn their respect, they will fight for you with tooth and nail** – and during the incident with the lynch mob at the court, the Finches earned their respect.
When they decide upon something, **they won't change their minds**.
(Any TWO)
- 1.6 Atticus has a **close and/or respectful relationship** with Jem and Scout. **He does not shy away from tough topics**, e.g. rape, sexual assault or racism but **values honesty** and uses moments of conflict or challenge to **teach them moral lessons** about empathy, justice and integrity.
(UOD)

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. Expected responses may include but are not limited to:

Positive Answer (Atticus is fair towards Jem):

- Atticus is fair towards Jem because he uses this situation to teach him valuable life lessons.
- Before this conversation, Mrs Dubose insults Atticus for defending Tom Robinson. Jem loses his temper and destroys Mrs Dubose's camellias with Scout's baton.
- By requiring Jem to read to her, Atticus instils discipline and accountability for his actions.
- He teaches Jem that his actions should be determined by his principles and not by someone else's behaviour.
- Atticus also teaches him about empathy, as shown in his advice not to judge Mrs Dubose harshly because she is old and ill.
- While her behaviour is mean and unpleasant, Atticus encourages Jem to see beyond her cruelty and recognise her struggles.
- Even though he shares this with Jem only after her death, Atticus knows that Mrs Dubose is battling a morphine addiction and that her request for Jem to read to her is part of her effort to free herself from dependency.
- After her death, Atticus admits that if Jem hadn't fallen into her hands, he would have expected Jem to read to her anyway as it may have been some distraction.
- Atticus wants Jem to learn that courage is not about physical strength but about fighting battles others may not see or understand.
- This lesson profoundly impacts Jem's character development, helping him mature and understand the complexities of human behaviour.
- Therefore, Atticus is fair because he prioritises Jem's moral growth over immediate comfort.

Negative Answer (Atticus is unfair towards Jem):

- Atticus is not entirely fair towards Jem because he places an unnecessary emotional burden on him.
- Mrs Dubose's insults are deeply offensive and personal, targeting Atticus for defending Tom Robinson and mocking Jem and Scout.
- Expecting Jem to spend hours reading to someone mean and disrespectful seems dismissive of Jem's feelings and justified anger, especially since Jem is still a young boy fiercely loyal to his father and trying to navigate his emotions.
- Atticus's insistence that Jem comply with Mrs Dubose's demands could be perceived as a punishment rather than a learning opportunity.
- Furthermore, Jem might find it difficult to reconcile Atticus's principle of fairness when Mrs Dubose shows no remorse for her hurtful words.
- Although Atticus intends to teach Jem about empathy, courage and accountability, he does not fully consider the emotional impact this might have on him.
- Jem may feel that Atticus prioritises Mrs Dubose's struggles over the pain she has caused his family and cares more about her than about Jem.
- While the lesson is meaningful, Atticus could have chosen a different approach to teach Jem about courage without forcing him into an uncomfortable situation.

QUESTION 3 DIALOGUE

Expected content: NB No preamble of greetings and musings

The dialogue should focus on the complex relationship **between Scout and Aunt Alexandra** during the summer Aunt Alexandra stayed with the Finch family in Maycomb.

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

Possible content may include but is not limited to:

- Scout is not impressed with Atticus's decision to let Aunt Alexandra stay with them and does not understand why it is necessary.
- Atticus has his hands full with Tom Robinson's upcoming trial and often has to work very long hours.
- Scout is growing up fast and needs a woman's guidance. She only wants to wear overalls and loves to climb trees.
- Scout regards Calpurnia as a mother figure and not Aunt Alexandra.
- When Aunt Alexandra wants Atticus to let Calpurnia go, Scout is very upset.
- Her friends are boys, and she does not hesitate to use her fists when fighting. Scout and Aunt Alexandra fight constantly about many things - her clothes, manners, friends, etc. and Atticus tells Scout that she has to obey Aunt Alexandra.
- When Aunt Alexandra stands by Atticus even when the town turns against him, Scout learns that strength does not always have to be loud.
- Aunt Alexandra also teaches Scout that loyalty towards family is important.
- Jem understands that Aunt Alexandra wants to help Scout and therefore encourages her to get along with Aunt Alexandra, which gradually happens.
- Scout calls Aunt Alexandra 'Auntie'.

QUESTION 4 ESSAY WITH GUIDELINES

Marker's discretion: please allow for any relevant content that explores the theme of heroism in the characters: Atticus Finch, Heck Tate and Boo Radley.

Expected responses may include, but are not limited to:

Paragraph 1

- Harper Lee's *To Kill a Mockingbird* presents different forms of heroism through the characters of Atticus Finch, Heck Tate, and Boo Radley.
- Each of them displays courage, integrity, and a sense of justice in their unique ways. While Atticus represents moral courage, Heck Tate embodies practical heroism, and Boo Radley emerges as an unlikely, but significant hero.
- Together, they challenge societal norms and prejudices of Maycomb and demonstrate that heroism is not defined by strength alone but by doing what is right, even in the face of adversity.

Paragraph 2

- Atticus Finch is a hero because of his unwavering commitment to what is right despite overwhelming opposition.
- As a lawyer, he defends Tom Robinson, an innocent black man falsely accused of raping Mayella Ewell, despite knowing that his chances of winning the case are slim.
- Atticus stands against the deep-seated racism in Maycomb, demonstrating moral courage by upholding the principle that everyone deserves a fair trial.
- His unwavering belief in justice and equality is seen when he tells Scout, 'The one thing that doesn't abide by majority rule is a person's conscience.'
- His bravery extends beyond the courtroom—he teaches his children empathy and integrity, shaping them into compassionate individuals.
- Even when the Cunninghams threaten him when they intend to lynch Tom Robinson at the Maycomb jail, he doesn't judge them harshly and doesn't try to prevent their family member from being part of the jury.
- His ability to remain dignified in the face of hostility makes him a true hero, e.g., when Mrs Dubose and other members of the community insult him and Bob Ewell spits in his face.

Paragraph 3

- Heck Tate, the sheriff of Maycomb, shows a different kind of heroism—one rooted in practical wisdom. He prioritises protection over strict adherence to the law.
- When Bob Ewell attacks Jem and Scout, it is Boo Radley who kills him in defence of the children.
- However, Heck Tate understands that revealing Boo Radley's role in Bob Ewell's death would bring unwanted attention to the reclusive man and therefore he decides to cover up Boo's actions.
- He can't change the outcome of the trial and save the innocent Tom but by insisting that Ewell 'fell on his knife,' he prioritises Boo's well-being over rigid adherence to the law. He tells Atticus, 'There's a black boy dead for no reason and the man responsible for it's dead. Let the dead bury the dead this time, Mr Finch.'
- Heck's choice reflects his deep understanding of justice and his willingness to bend the law to protect the vulnerable.

Paragraph 4

- Boo Radley is the novel's silent, unexpected hero. Although the townspeople see him as a mysterious and frightening figure and spread horrible rumours about him, he ultimately proves to be kind and selfless.
- Despite being shrouded in rumours and living in isolation, he watches over the children (e.g., he covers Scout with a blanket the night when Miss Maudie's house burns down, leaves gifts in the knothole of a tree for Scout and Jem and mends Jem's trousers).
- These quiet acts of kindness show that heroism is not always loud or public.
- Even though Jem and Scout have never met him, he emerges when they are in danger, risking his own safety for them.
- By rescuing the children, Boo not only proves his kindness but also challenges Maycomb's prejudice against outsiders.
- Boo demonstrates that true bravery can be seen in small, selfless acts of care that often go unnoticed.

Paragraph 5

- In conclusion, *To Kill a Mockingbird* presents heroism in different forms.
- Atticus Finch embodies moral courage in standing for justice, Heck Tate represents practical wisdom in protecting the vulnerable, and Boo Radley shows quiet, selfless bravery.
- Harper Lee's novel reminds readers that true heroes stand for justice, compassion, and integrity, even when it is difficult.

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	<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: 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: 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: RESTAURANT REVIEW

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).

		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 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: THANK-YOU NOTE

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