

Second Semester

English Language
(اللغة الانجليزية)

(Answers)



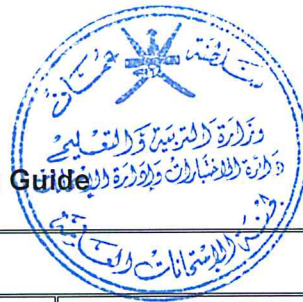
WRITING (NARRATIVE) (20 mks)	
	<ul style="list-style-type: none"> • <i>Individual</i> markers should <u>only</u> award the marks mentioned in the Rating Scales. • SEE ALSO: 'ARRIVING AT FINAL SCORES' on <i>page 7</i> of this Marking Guide.
20	<ul style="list-style-type: none"> – Produces narratives which are fully successful in engaging the reader. – Lively, effective use of appropriate detail. – Writing is very well-structured, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
18	<i>Between the descriptor above and the descriptor below.</i>
16	<ul style="list-style-type: none"> – Produces narratives which are reasonably successful in engaging the reader. – Generally good use of appropriate detail. – Writing is generally well-structured, and mostly clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy.
14	<i>Between the descriptor above and the descriptor below.</i>
12	<ul style="list-style-type: none"> – Produces narratives which are only partially successful in engaging the reader. – Somewhat limited use of appropriate detail. – Writing is well-structured, but is still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy.
10	<i>Between the descriptor above and the descriptor below.</i>
8	<ul style="list-style-type: none"> – Produces narratives which have very limited success in engaging the reader. – Inadequate use of appropriate detail. – Writing is poorly-structured, and often unclear. – A very limited range of grammar and vocabulary with frequent errors.
6	<i>Between the descriptor above and the descriptor below.</i>
4	<ul style="list-style-type: none"> – Produces narratives which fail entirely to engage the reader. – Little or no use of appropriate detail. – Writing is incoherent and confusing. – Extremely limited range of grammar and vocabulary with frequent serious errors.
2	<i>Between the descriptor above and the descriptor below.</i>
0	<i>Student's response is completely irrelevant to the question asked.</i>



WRITING (PERSUASIVE) (20 mks)	
	<ul style="list-style-type: none"> • <i>Individual markers should <u>only</u> award the marks mentioned in the Rating Scales:</i> • SEE ALSO: 'ARRIVING AT FINAL SCORES' on page 7 of this Marking Guide.
20	<ul style="list-style-type: none"> – Expresses opinions on topics in a lively, convincing way. – Supports all points effectively with relevant evidence and detail. – Essays are very well-organised, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
18	<i>Between the descriptor above and the descriptor below.</i>
16	<ul style="list-style-type: none"> – Expresses opinions on topics in a reasonably convincing way. – Supports most points with relevant evidence and detail. – Essays are generally well-organised and, for the most part, clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy.
14	<i>Between the descriptor above and the descriptor below.</i>
12	<ul style="list-style-type: none"> – Expresses opinions on topics, in a somewhat limited way. – Is inconsistent in supporting points with relevant evidence and detail. – Essays are poorly- organised, but are still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy.
10	<i>Between the descriptor above and the descriptor below.</i>
8	<ul style="list-style-type: none"> – Express opinions on topics, but the results are clearly inadequate. – Is generally weak in supporting points with relevant evidence. – Essays lack organization, lacking in coherence and sometimes unclear. – A very limited range of grammar and vocabulary with frequent errors.
6	<i>Between the descriptor above and the descriptor below.</i>
4	<ul style="list-style-type: none"> – Makes only very feeble attempts to express opinions on topics. – Fails to support points with any relevant evidence. – Essays are incoherent and confusing. – Extremely limited range of grammar and vocabulary with frequent serious errors.
2	<i>Between the descriptor above and the descriptor below.</i>
0	<i>Student's response is completely irrelevant to the question asked.</i>



READING 1 (12 mks)	
1. <input type="radio"/> inspire people to do origami <input checked="" type="radio"/> discuss how origami is used in design <input type="radio"/> promote origami as an art form	7. <input type="radio"/> need to be flat <input type="radio"/> cannot be easily folded <input checked="" type="radio"/> have to fit inside rockets
2. <input checked="" type="radio"/> practised origami as a child <input type="radio"/> has designed products using origami <input type="radio"/> recently discovered origami	8. <input type="radio"/> magnets <input checked="" type="radio"/> heart stents <input type="radio"/> batteries
3. <input type="radio"/> fold objects <input type="radio"/> modernise industries <input checked="" type="radio"/> save space	9. <input checked="" type="radio"/> save lives in car accidents <input type="radio"/> help doctors during surgery <input type="radio"/> solve math problems
4. <input type="radio"/> chance <input checked="" type="radio"/> trying them out until they succeed <input type="radio"/> using mathematical formulas	10. <input checked="" type="radio"/> 3D representations <input type="radio"/> ancient art <input type="radio"/> sunlight
5. <input type="radio"/> traditional designs <input checked="" type="radio"/> mathematics principles <input type="radio"/> trial and error methods	11. <input type="radio"/> Helios House <input type="radio"/> Barclays Bank Headquarters <input checked="" type="radio"/> Al Bahar Towers
6. <input type="radio"/> in ancient times <input type="radio"/> over a hundred years ago <input checked="" type="radio"/> in recent years	12. <input type="radio"/> the limits of origami in design have already been reached <input type="radio"/> the best aspect of origami is that it is educational <input checked="" type="radio"/> there will be superior origami inspired designs in the future
<i>Notes: One mark each. Responses must be indicated clearly.</i>	



READING 2 (13 mks)		
Task 1	Task 2	
	TRUE	FALSE
13. It is the deepest drill to date into the mantle/no other boreholes have reached its depth	21. <input type="radio"/>	<input checked="" type="radio"/>
14. 3/three	22. <input checked="" type="radio"/>	<input type="radio"/>
15. The mantle is molten rock/semi-solid	23. <input checked="" type="radio"/>	<input type="radio"/>
16. (a third) of the way through/ $\frac{1}{3}$ 12,262 metres	24. <input type="radio"/>	<input checked="" type="radio"/>
17. A boundary of granite to basalt	25. <input type="radio"/>	<input checked="" type="radio"/>
18. Ocean fossils		
19. Hydrogen		
20. 15 km		
<i>Notes: one marks each. Complete accuracy in grammar & spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct. (longer answers will normally be marked wrong, especially if they are simply copied from the text. HOWEVER, if a student has written one (or even two) extra words and the answer is <u>convincing</u> and <u>clearly correct</u>, common sense should be applied and marks awarded, on a case-by-case basis.</i>	<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>	

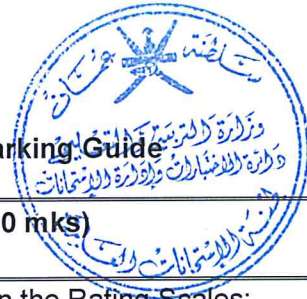


WRITING (LITERATURE 1) (10 mks)

- Individual markers should only award the marks mentioned in the Rating Scales.
- **SEE ALSO:** '**ARRIVING AT FINAL SCORES**' on **page 7** of this Marking Guide.

10	<ul style="list-style-type: none"> – Responses are relevant*, well-developed and insightful. – Effectively relates texts to personal and/or social values and themes. – Shows very good understanding of literary elements and figures of speech. – Writing is varied, clear and mostly accurate.
8	<ul style="list-style-type: none"> – Responses are relevant* and reasonably well-developed and insightful. – Has reasonable success in relating texts to personal and/or social values and themes. – Shows good understanding of literary elements and figures of speech. – Writing is somewhat varied and mostly clear, despite some inaccuracies.
6	<ul style="list-style-type: none"> – Responses are mostly relevant*, but only developed on a superficial level. – Has only partial success in relating texts to personal and/or social values and themes. – Shows reasonable understanding of literary elements and figures of speech. – Writing is reasonably clear but lacks variety and contains frequent inaccuracies.
4	<ul style="list-style-type: none"> – Responses are attempted but are incomplete and at times irrelevant*. – Generally fails to relate texts to personal and/or social values and themes. – Shows only limited understanding of literary elements and figures of speech. – Writing is limited and sometimes unclear and contains serious errors.
2	<ul style="list-style-type: none"> – Responses are feeble: largely irrelevant* and/or seriously inadequate. – Little or no attempt to relate texts to personal and/or social values and themes. – Shows little or no understanding of literary elements and figures of speech. – Writing is very limited, frequently unclear, and contains many serious errors.
0	<p><i>Student's response is completely irrelevant to the question asked.</i></p>

***relevant means 'the student's response fully addresses the topic of the question'**



(A)	RATING SCALE (LITERATURE 2) (5+10 mks)	(B)
<ul style="list-style-type: none"> • <u>Individual</u> markers should <u>only</u> award the marks mentioned in the Rating Scales: • SEE ALSO: 'ARRIVING AT FINAL SCORES' on page 7 of this Marking Guide. 		
5	<ul style="list-style-type: none"> – Response is relevant, well-developed and insightful. – Makes effective use of supporting arguments and references. – Shows an excellent knowledge and understanding of the set texts. – Shows very good appreciation of literary devices and effects. – Uses language which is lively, clear and largely accurate. 	10
4	<ul style="list-style-type: none"> – Response is relevant, and reasonably well-developed and insightful. – Makes reasonably effective use of supporting arguments and references. – Shows a good knowledge and understanding of the set texts. – Shows good appreciation of literary devices and effects. – Uses language which is usually clear, despite a number of inaccuracies. 	8
3	<ul style="list-style-type: none"> – Response is mostly relevant, but only developed on a superficial level. – Makes only partially effective use of supporting arguments and references. – Has a moderate knowledge and understanding of the set texts. – Shows reasonable appreciation of literary devices and effects. – Uses language which is sometimes unclear and often inaccurate. 	6
2	<ul style="list-style-type: none"> – Response is attempted, but is incomplete and at times irrelevant. – Makes only limited use of supporting arguments and references. – Shows only a limited knowledge and understanding of the set texts. – Shows only limited appreciation of literary devices and effects. – Uses language which is very limited and/or contains many serious errors. 	4
1	<ul style="list-style-type: none"> – Response is feeble: largely irrelevant and/or seriously inadequate. – Makes very poor use of supporting arguments and references. – Shows very little knowledge or understanding of the set texts. – Shows minimal appreciation of literary devices and effects. – Uses language which is seriously flawed and frequently difficult to understand. 	2
0	<p><i>No real attempt at the task. Writing is minimal/ nonsensical or completely irrelevant.</i></p>	0



ARRIVING AT FINAL SCORES

READING 1: In this section, all student responses are of the objectively-marked, right-or-wrong type., in this consisting of 10 multiple-choice items, each with 3 options. So, there should never be any discrepancies in the marks awarded. Any such errors are automatically excluded by the ePen marking system.

READING 2: In this section, students' responses of ten WH-questions each with short answer are independently marked by two markers using the marking guide. There should never be any discrepancies in the marks awarded.

WRITING (GENERAL) and WRITING (LITERATURE): In these sections, student responses are independently marked by two markers using their judgement, according to the wording of the Rating Scales provided. As a result, differences may sometimes occur between the two scores awarded.

In such cases, there are two possible procedures:

- 1) **Acceptable differences:** If – as in most cases – the difference between the two scores is **small**, i.e., 2 out of 10 or 4 out of 20, the Supervisor/Adjudicator is **not** required to read the student's response. He/She should simply use the mathematical average of the two scores. (*See below.)
- 2) **Unacceptable differences:** However, if the difference between the two scores is **substantial** — i.e., more than the figures just mentioned — the Supervisor/Adjudicator should read the student's response and, after due consideration, decide on an appropriate mark, based on the Rating Scales provided.

*** CALCULATION OF AVERAGES:**

5 marks		20 marks			
Pair of scores	Final score	Pair of scores	Final score	Pair of scores	Final score
5 / 4	4½	20 / 18	19	10 / 8	9
4 / 3	3½	20 / 16	18	10 / 6	8
3 / 2	2½	18 / 16	17	8 / 6	7
2 / 1	1½	18 / 14	16	8 / 4	6
1 / 0	½	16 / 14	15	6 / 4	5
10 marks		16 / 12	14	6 / 2	4
10 / 8	9	14 / 12	13	4 / 2	3
8 / 6	7	14 / 10	12	4 / 0	2
6 / 4	5	12 / 10	11	2 / 0	1
4 / 2	3	12 / 8	10	#####	
2 / 0	1	#####		#####	

IMPORTANT NOTE: As in previous years, **individual** markers should **only** award the marks specified in the relevant Rating Scale* (as in 'pair of scores' above). 'Half-marks' or 'in-between marks' (as in 'Final Score' above) can **only** be awarded when two (slightly differing) individual marks are combined by the Supervisor/ Adjudicator (see above: 'Acceptable differences').

[* **Note:** This means that, even though the computer screen shows all the possible final scores, **individual** markers should **only** use those scores which are mentioned in the Rating Scale.]



DIPLOMA EXAM — BILINGUAL PRIVATE SCHOOLS
 ENGLISH LANGUAGE
 SEMESTER TWO, 2022/2023, SEMESTER TWO SECOND SESSTION

MARKING GUIDE
 TOTAL MARKS: 70
 pages 1 of 6

WRITING (NARRATIVE) (20 mks)	
	<ul style="list-style-type: none"> • <i>Individual</i> markers should <u>only</u> award the marks mentioned in the Rating Scales. • SEE ALSO: 'ARRIVING AT FINAL SCORES' on page 6 of this Marking Guide.
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18	<i>Between the descriptor above and the descriptor below.</i>
16	<ul style="list-style-type: none"> – Produces narratives which are reasonably successful in engaging the reader. – Generally good use of appropriate detail. – Writing is generally well-structured, and mostly clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy.
14	<i>Between the descriptor above and the descriptor below.</i>
12	<ul style="list-style-type: none"> – Produces narratives which are only partially successful in engaging the reader. – Somewhat limited use of appropriate detail. – Writing is well-structured, but is still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy.
10	<i>Between the descriptor above and the descriptor below.</i>
8	<ul style="list-style-type: none"> – Produces narratives which have very limited success in engaging the reader. – Inadequate use of appropriate detail. – Writing is poorly-structured, and often unclear. – A very limited range of grammar and vocabulary with frequent errors.
6	<i>Between the descriptor above and the descriptor below.</i>
4	<ul style="list-style-type: none"> – Produces narratives which fail entirely to engage the reader. – Little or no use of appropriate detail. – Writing is incoherent and confusing. – Extremely limited range of grammar and vocabulary with frequent serious errors.
2	<i>Between the descriptor above and the descriptor below.</i>
0	<i>Student's response is completely irrelevant to the question asked.</i>



WRITING (PERSUASIVE) (20 mks)	
	<ul style="list-style-type: none"> • <u>Individual</u> markers should <u>only</u> award the marks mentioned in the Rating Scales: • SEE ALSO: 'ARRIVING AT FINAL SCORES' on page 6 of this Marking Guide.
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16	<ul style="list-style-type: none"> – Expresses opinions on topics in a reasonably convincing way. – Supports most points with relevant evidence and detail. – Essays are generally well-organised and, for the most part, clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy.
14	<i>Between the descriptor above and the descriptor below.</i>
12	<ul style="list-style-type: none"> – Expresses opinions on topics, in a somewhat limited way. – Is inconsistent in supporting points with relevant evidence and detail. – Essays are poorly- organised, but are still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy.
10	<i>Between the descriptor above and the descriptor below.</i>
8	<ul style="list-style-type: none"> – Express opinions on topics, but the results are clearly inadequate. – Is generally weak in supporting points with relevant evidence. – Essays lack organization, lacking in coherence and sometimes unclear. – A very limited range of grammar and vocabulary with frequent errors.
6	<i>Between the descriptor above and the descriptor below.</i>
4	<ul style="list-style-type: none"> – Makes only very feeble attempts to express opinions on topics. – Fails to support points with any relevant evidence. – Essays are incoherent and confusing. – Extremely limited range of grammar and vocabulary with frequent serious errors.
2	<i>Between the descriptor above and the descriptor below.</i>
0	<i>Student's response is completely irrelevant to the question asked.</i>



READING 1(10 mks)	
1. <input checked="" type="radio"/> first <input type="radio"/> second <input type="radio"/> third	7. <input type="radio"/> is the secondlargest city in the Russian Far East <input checked="" type="radio"/> is 30 km from China <input type="radio"/> has a population of 180,000
2. <input type="radio"/> eastern cities ruled by China <input checked="" type="radio"/> former Chinese cities ruled by Russia <input type="radio"/> former North Korean cities	8. <input type="radio"/> Chicago <input type="radio"/> Paris <input checked="" type="radio"/> Khabarovsk
3. <input type="radio"/> on the border with Japan <input checked="" type="radio"/> on the coast <input type="radio"/> inland	9. <input type="radio"/> too little <input checked="" type="radio"/> too much <input type="radio"/> good value
4 <input type="radio"/> Golden Horn Bay <input checked="" type="radio"/> Yongmingcheng <input type="radio"/> Muravyou-Amursky	10. <input type="radio"/> Vladivostok is better than Khabarovsk for shopping <input type="radio"/> Khabarovsk was closed to foreigners from 1920 to 1991 <input checked="" type="radio"/> Khabarovsk is located beside a river
5. <input type="radio"/> clothing factory <input checked="" type="radio"/> studio <input type="radio"/> museum	11. <input type="radio"/> nothing <input type="radio"/> toys from the Chinese stalls <input checked="" type="radio"/> souvenirs to bring home
6. <input checked="" type="radio"/> 1764 <input type="radio"/> 2013 <input type="radio"/> 2018	12. <input type="radio"/> too tired to continue sightseeing <input type="radio"/> travelling back to Oman <input checked="" type="radio"/> going to another location in Russia

Notes: One and half a mark each. Responses must be indicated clearly.

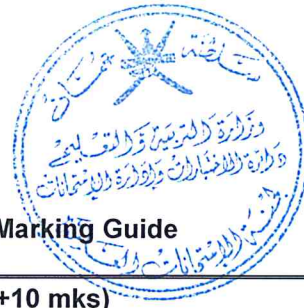


READING 2 (13 mks)		
Task 1	Task 2	
	TRUE	FALSE
13. Crows, rawens, jays	21. <input checked="" type="radio"/>	<input type="radio"/>
14. Large size of the bird's brain (relative to its body size) /good connectivity between brain regions.	22. <input type="radio"/>	<input checked="" type="radio"/>
15. Sticks, leaves, wire	23. <input type="radio"/>	<input checked="" type="radio"/>
16. Dig insects from the ground	24. <input checked="" type="radio"/>	<input type="radio"/>
17. co operative hunting/mimicking bird calls as a disguise	25. <input type="radio"/>	<input checked="" type="radio"/>
18. Imitate the calls of other birds		
19. Recognition of human faces/location of stored food		
20. Transferring information between individuals and generations		
<p><i>Notes: one marks each. Complete accuracy in grammar & spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct. (longer answers will normally be marked wrong, especially if they are simply copied from the text. HOWEVER, if a student has written one (or even two) extra words and the answer is <u>convincing</u> and <u>clearly</u> correct, common sense should be applied and marks awarded, on a case-by-case basis.</i></p>		
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10	<ul style="list-style-type: none"> – Responses are relevant*, well-developed and insightful. – Effectively relates texts to personal and/or social values and themes. – Shows very good understanding of literary elements and figures of speech. – Writing is varied, clear and mostly accurate.
8	<ul style="list-style-type: none"> – Responses are relevant* and reasonably well-developed and insightful. – Has reasonable success in relating texts to personal and/or social values and themes. – Shows good understanding of literary elements and figures of speech. – Writing is somewhat varied and mostly clear, despite some inaccuracies.
6	<ul style="list-style-type: none"> – Responses are mostly relevant*, but only developed on a superficial level. – Has only partial success in relating texts to personal and/or social values and themes. – Shows reasonable understanding of literary elements and figures of speech. – Writing is reasonably clear but lacks variety and contains frequent inaccuracies.
4	<ul style="list-style-type: none"> – Responses are attempted but are incomplete and at times irrelevant*. – Generally fails to relate texts to personal and/or social values and themes. – Shows only limited understanding of literary elements and figures of speech. – Writing is limited and sometimes unclear and contains serious errors.
2	<ul style="list-style-type: none"> – Responses are feeble: largely irrelevant* and/or seriously inadequate. – Little or no attempt to relate texts to personal and/or social values and themes. – Shows little or no understanding of literary elements and figures of speech. – Writing is very limited, frequently unclear, and contains many serious errors.
0	<p><i>Student's response is completely irrelevant to the question asked.</i></p>

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(A)	RATING SCALE (LITERATURE 2) (5+10 mks)	(B)
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4	<ul style="list-style-type: none"> – Response is relevant, and reasonably well-developed and insightful. – Makes reasonably effective use of supporting arguments and references. – Shows a good knowledge and understanding of the set texts. – Shows good appreciation of literary devices and effects. – Uses language which is usually clear, despite a number of inaccuracies. 	8
3	<ul style="list-style-type: none"> – Response is mostly relevant, but only developed on a superficial level. – Makes only partially effective use of supporting arguments and references. – Has a moderate knowledge and understanding of the set texts. – Shows reasonable appreciation of literary devices and effects. – Uses language which is sometimes unclear and often inaccurate. 	6
2	<ul style="list-style-type: none"> – Response is attempted, but is incomplete and at times irrelevant. – Makes only limited use of supporting arguments and references. – Shows only a limited knowledge and understanding of the set texts. – Shows only limited appreciation of literary devices and effects. – Uses language which is very limited and/or contains many serious errors. 	4
1	<ul style="list-style-type: none"> – Response is feeble: largely irrelevant and/or seriously inadequate. – Makes very poor use of supporting arguments and references. – Shows very little knowledge or understanding of the set texts. – Shows minimal appreciation of literary devices and effects. – Uses language which is seriously flawed and frequently difficult to understand. 	2
0	<p><i>No real attempt at the task. Writing is minimal/ nonsensical or completely irrelevant.</i></p>	0



ARRIVING AT FINAL SCORES

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10 / 8	9	14 / 12	13	4 / 2	3
8 / 6	7	14 / 10	12	4 / 0	2
6 / 4	5	12 / 10	11	2 / 0	1
4 / 2	3	12 / 8	10	#####	
2 / 0	1	#####		#####	

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0	<i>Student's response is completely irrelevant to the question asked.</i>



WRITING (PERSUASIVE) (20 mks)	
	<ul style="list-style-type: none"> • <i>Individual markers should <u>only</u> award the marks mentioned in the Rating Scales:</i> • SEE ALSO: 'ARRIVING AT FINAL SCORES' on page 6 of this Marking Guide.
20	<ul style="list-style-type: none"> – Expresses opinions on topics in a lively, convincing way. – Supports all points effectively with relevant evidence and detail. – Essays are very well-organised, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
18	<i>Between the descriptor above and the descriptor below.</i>
16	<ul style="list-style-type: none"> – Expresses opinions on topics in a reasonably convincing way. – Supports most points with relevant evidence and detail. – Essays are generally well-organised and, for the most part, clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy.
14	<i>Between the descriptor above and the descriptor below.</i>
12	<ul style="list-style-type: none"> – expresses opinions on topics, in a somewhat limited way. – Is inconsistent in supporting points with relevant evidence and detail. – Essays are poorly- organised, but are still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy.
10	<i>Between the descriptor above and the descriptor below.</i>
8	<ul style="list-style-type: none"> – Express opinions on topics, but the results are clearly inadequate. – Is generally weak in supporting points with relevant evidence. – Essays lack organization, lacking in coherence and sometimes unclear. – A very limited range of grammar and vocabulary with frequent errors.
6	<i>Between the descriptor above and the descriptor below.</i>
4	<ul style="list-style-type: none"> – Makes only very feeble attempts to express opinions on topics. – Fails to support points with any relevant evidence. – Essays are incoherent and confusing. – Extremely limited range of grammar and vocabulary with frequent serious errors.
2	<i>Between the descriptor above and the descriptor below.</i>
0	<i>Student's response is completely irrelevant to the question asked.</i>

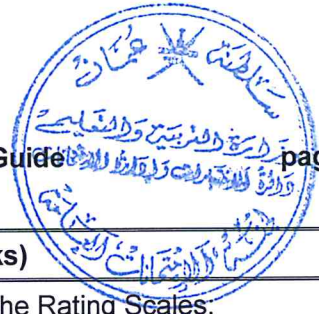


READING 1(12 mks)	
1. <input type="radio"/> being in Abu Dhabi	7. <input checked="" type="radio"/> promotes plant growth
<input checked="" type="radio"/> the technologies used on the farm	<input type="radio"/> makes plants flower more
<input type="radio"/> helping people in the future	<input type="radio"/> changes the plants colours
2. <input type="radio"/> have decreased	8. <input type="radio"/> light
<input type="radio"/> be almost 9 billion	<input type="radio"/> water
<input checked="" type="radio"/> mostly live in big cities	<input checked="" type="radio"/> soil
3. <input checked="" type="radio"/> it is vulnerable to problems with food supply	9. <input type="radio"/> once
<input type="radio"/> many people there do not have enough food to eat	<input checked="" type="radio"/> 12 times
<input type="radio"/> most food is not properly distributed	<input type="radio"/> 1000 times
4. <input type="radio"/> plants can grow faster	10. <input type="radio"/> mist
<input type="radio"/> the environment can be controlled	<input type="radio"/> soil
<input checked="" type="radio"/> more food can be grown in less space	<input checked="" type="radio"/> water
5. <input type="radio"/> pests	11. <input checked="" type="radio"/> tomatoes
<input checked="" type="radio"/> soil and water	<input type="radio"/> clover
<input type="radio"/> technology	<input type="radio"/> kale
6. <input checked="" type="radio"/> artificial lighting	12. <input type="radio"/> unpromising
<input type="radio"/> sunlight	<input type="radio"/> cheap
<input type="radio"/> dark colours	<input checked="" type="radio"/> experimental

Notes: One mark each. Responses must be indicated clearly.



READING 2 (13 mks)		
Task 1	Task 2	
	TRUE	FALSE
13. lyocell	21. <input type="radio"/>	<input checked="" type="radio"/>
14. 1889	22. <input checked="" type="radio"/>	<input type="radio"/>
15. the chemical change during manufacturing process.	23. <input type="radio"/>	<input checked="" type="radio"/>
16. requires huge amount of water and pesticides.	24. <input checked="" type="radio"/>	<input type="radio"/>
17. replant fast growing trees/ replant a large number of trees	25. <input checked="" type="radio"/>	<input type="radio"/>
18. biodegradable	<p><i>Notes: One mark each. Responses must be indicated clearly.</i></p>	
19. indefinitely/ forever		
20. Amino acid dissolves cellulose into a liquid		
<p><i>Notes: one marks each. Complete accuracy in grammar & spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct. (longer answers will normally be marked wrong, especially if they are simply copied from the text. HOWEVER, if a student has written one (or even two) extra words and the answer is <u>convincing</u> and <u>clearly correct</u>, common sense should be applied and marks awarded, on a case-by-case basis.</i></p>		



WRITING (LITERATURE 1) (10 mks)

- Individual markers should only award the marks mentioned in the Rating Scales.
- **SEE ALSO:** '**ARRIVING AT FINAL SCORES**' on **page 7** of this Marking Guide.

10	<ul style="list-style-type: none"> – Responses are relevant*, well-developed and insightful. – Effectively relates texts to personal and/or social values and themes. – Shows very good understanding of literary elements and figures of speech. – Writing is varied, clear and mostly accurate.
8	<ul style="list-style-type: none"> – Responses are relevant* and reasonably well-developed and insightful. – Has reasonable success in relating texts to personal and/or social values and themes. – Shows good understanding of literary elements and figures of speech. – Writing is somewhat varied and mostly clear, despite some inaccuracies.
6	<ul style="list-style-type: none"> – Responses are mostly relevant*, but only developed on a superficial level. – Has only partial success in relating texts to personal and/or social values and themes. – Shows reasonable understanding of literary elements and figures of speech. – Writing is reasonably clear but lacks variety and contains frequent inaccuracies.
4	<ul style="list-style-type: none"> – Responses are attempted but are incomplete and at times irrelevant*. – Generally fails to relate texts to personal and/or social values and themes. – Shows only limited understanding of literary elements and figures of speech. – Writing is limited and sometimes unclear and contains serious errors.
2	<ul style="list-style-type: none"> – Responses are feeble: largely irrelevant* and/or seriously inadequate. – Little or no attempt to relate texts to personal and/or social values and themes. – Shows little or no understanding of literary elements and figures of speech. – Writing is very limited, frequently unclear, and contains many serious errors.
0	<p><i>Student's response is completely irrelevant to the question asked.</i></p>

***Relevant means 'the student's response fully addresses the topic of the question'**



(A)	RATING SCALE (LITERATURE 2) (5+10 mks)	(B)
<ul style="list-style-type: none"> • <u>Individual</u> markers should <u>only</u> award the marks mentioned in the Rating Scales: • SEE ALSO: 'ARRIVING AT FINAL SCORES' on page 7 of this Marking Guide. 		
5	<ul style="list-style-type: none"> – Response is relevant, well-developed and insightful. – Makes effective use of supporting arguments and references. – Shows an excellent knowledge and understanding of the set texts. – Shows very good appreciation of literary devices and effects. – Uses language which is lively, clear and largely accurate. 	10
4	<ul style="list-style-type: none"> – Response is relevant, and reasonably well-developed and insightful. – Makes reasonably effective use of supporting arguments and references. – Shows a good knowledge and understanding of the set texts. – Shows good appreciation of literary devices and effects. – Uses language which is usually clear, despite a number of inaccuracies. 	8
3	<ul style="list-style-type: none"> – Response is mostly relevant, but only developed on a superficial level. – Makes only partially effective use of supporting arguments and references. – Has a moderate knowledge and understanding of the set texts. – Shows reasonable appreciation of literary devices and effects. – Uses language which is sometimes unclear and often inaccurate. 	6
2	<ul style="list-style-type: none"> – Response is attempted, but is incomplete and at times irrelevant. – Makes only limited use of supporting arguments and references. – Shows only a limited knowledge and understanding of the set texts. – Shows only limited appreciation of literary devices and effects. – Uses language which is very limited and/or contains many serious errors. 	4
1	<ul style="list-style-type: none"> – Response is feeble: largely irrelevant and/or seriously inadequate. – Makes very poor use of supporting arguments and references. – Shows very little knowledge or understanding of the set texts. – Shows minimal appreciation of literary devices and effects. – Uses language which is seriously flawed and frequently difficult to understand. 	2
0	No real attempt at the task. Writing is minimal/ nonsensical or completely irrelevant.	0



ARRIVING AT FINAL SCORES

READING 1: In this section, all student responses are of the objectively-marked, right-or-wrong type., in this consisting of 10 multiple-choice items, each with 3 options. So, there should never be any discrepancies in the marks awarded. Any such errors are automatically excluded by the ePen marking system.

READING 2: In this section, students' responses of ten WH-questions each with short answer are independently marked by two markers using the marking guide. There should never be any discrepancies in the marks awarded.

WRITING (GENERAL) and WRITING (LITERATURE): In these sections, student responses are independently marked by two markers using their judgement, according to the wording of the Rating Scales provided. As a result, differences may sometimes occur between the two scores awarded.

In such cases, there are two possible procedures:

- 1) Acceptable differences: If – as in most cases – the difference between the two scores is **small**, i.e., 2 out of 10 or 4 out of 20, the Supervisor/Adjudicator is **not** required to read the student's response. He/She should simply use the mathematical average of the two scores. (*See below.)
- 2) Unacceptable differences: However, if the difference between the two scores is **substantial** — i.e., more than the figures just mentioned — the Supervisor/Adjudicator should read the student's response and, after due consideration, decide on an appropriate mark, based on the Rating Scales provided.

*** CALCULATION OF AVERAGES:**

5 marks		20 marks			
Pair of scores	Final score	Pair of scores	Final score	Pair of scores	Final score
5 / 4	4½	20 / 18	19	10 / 8	9
4 / 3	3½	20 / 16	18	10 / 6	8
3 / 2	2½	18 / 16	17	8 / 6	7
2 / 1	1½	18 / 14	16	8 / 4	6
1 / 0	½	16 / 14	15	6 / 4	5
10 marks		16 / 12	14	6 / 2	4
10 / 8	9	14 / 12	13	4 / 2	3
8 / 6	7	14 / 10	12	4 / 0	2
6 / 4	5	12 / 10	11	2 / 0	1
4 / 2	3	12 / 8	10	#####	
2 / 0	1	#####		#####	

IMPORTANT NOTE: As in previous years, **individual** markers should **only** award the marks specified in the relevant Rating Scale* (as in 'pair of scores' above). 'Half-marks' or 'in-between marks' (as in 'Final Score' above) can **only** be awarded when two (slightly differing) individual marks are combined by the Supervisor/ Adjudicator (see above: 'Acceptable differences').

[* Note: This means that, even though the computer screen shows all the possible final scores, **individual** markers should **only** use those scores which are mentioned in the Rating Scale.]



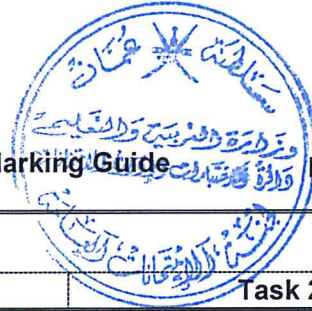
WRITING (NARRATIVE) (20 mks)	
	<ul style="list-style-type: none"> • <i>Individual markers should <u>only</u> award the marks mentioned in the Rating Scales.</i> • SEE ALSO: 'ARRIVING AT FINAL SCORES' on <i>page 7</i> of this Marking Guide.
20	<ul style="list-style-type: none"> – Produces narratives which are fully successful in engaging the reader. – Lively, effective use of appropriate detail. – Writing is very well-structured, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
18	<i>Between the descriptor above and the descriptor below.</i>
16	<ul style="list-style-type: none"> – Produces narratives which are reasonably successful in engaging the reader. – Generally good use of appropriate detail. – Writing is generally well-structured, and mostly clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy.
14	<i>Between the descriptor above and the descriptor below.</i>
12	<ul style="list-style-type: none"> – Produces narratives which are only partially successful in engaging the reader. – Somewhat limited use of appropriate detail. – Writing is well-structured, but is still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy.
10	<i>Between the descriptor above and the descriptor below.</i>
8	<ul style="list-style-type: none"> – Produces narratives which have very limited success in engaging the reader. – Inadequate use of appropriate detail. – Writing is poorly-structured, and often unclear. – A very limited range of grammar and vocabulary with frequent errors.
6	<i>Between the descriptor above and the descriptor below.</i>
4	<ul style="list-style-type: none"> – Produces narratives which fail entirely to engage the reader. – Little or no use of appropriate detail. – Writing is incoherent and confusing. – Extremely limited range of grammar and vocabulary with frequent serious errors.
2	<i>Between the descriptor above and the descriptor below.</i>
0	<i>Student's response is completely irrelevant to the question asked.</i>



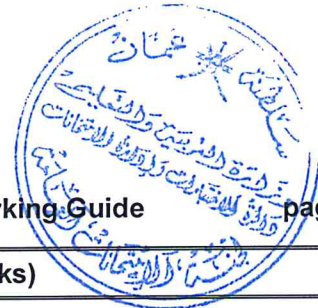
WRITING (PERSUASIVE) (20 mks)	
	<ul style="list-style-type: none"> • <u>Individual markers should only award the marks mentioned in the Rating Scales:</u> • SEE ALSO: 'ARRIVING AT FINAL SCORES' on page 7 of this Marking Guide.
20	<ul style="list-style-type: none"> – Expresses opinions on topics in a lively, convincing way. – Supports all points effectively with relevant evidence and detail. – Essays are very well-organised, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
18	<i>Between the descriptor above and the descriptor below.</i>
16	<ul style="list-style-type: none"> – Expresses opinions on topics in a reasonably convincing way. – Supports most points with relevant evidence and detail. – Essays are generally well-organised and, for the most part, clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy.
14	<i>Between the descriptor above and the descriptor below.</i>
12	<ul style="list-style-type: none"> – Expresses opinions on topics, in a somewhat limited way. – Is inconsistent in supporting points with relevant evidence and detail. – Essays are poorly-organised, but are still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy.
10	<i>Between the descriptor above and the descriptor below.</i>
8	<ul style="list-style-type: none"> – Express opinions on topics, but the results are clearly inadequate. – Is generally weak in supporting points with relevant evidence. – Essays lack organization, lacking in coherence and sometimes unclear. – A very limited range of grammar and vocabulary with frequent errors.
6	<i>Between the descriptor above and the descriptor below.</i>
4	<ul style="list-style-type: none"> – Makes only very feeble attempts to express opinions on topics. – Fails to support points with any relevant evidence. – Essays are incoherent and confusing. – Extremely limited range of grammar and vocabulary with frequent serious errors.
2	<i>Between the descriptor above and the descriptor below.</i>
0	<i>Student's response is completely irrelevant to the question asked.</i>



READING 1 (12 mks)	
<p>1. <input checked="" type="radio"/> in a local newspaper</p> <p><input type="radio"/> in a linguistics journal</p> <p><input type="radio"/> as a blog post on a website</p>	<p>7. <input checked="" type="radio"/> illustrate the seriousness of the problem</p> <p><input type="radio"/> complain that we do not spend a lot of money protecting languages</p> <p><input type="radio"/> explain that losing languages also affects biodiversity</p>
<p>2. <input checked="" type="radio"/> extinction</p> <p><input type="radio"/> preservation</p> <p><input type="radio"/> increase use</p>	<p>8. <input type="radio"/> cannot be preserved in written form</p> <p><input type="radio"/> will probably survive in spoken form</p> <p><input checked="" type="radio"/> should be added to the Priority Languages Support Project</p>
<p>3. <input type="radio"/> 7000</p> <p><input checked="" type="radio"/> 3500</p> <p><input type="radio"/> 200</p>	<p>9. <input type="radio"/> are now spoken widely around the world</p> <p><input checked="" type="radio"/> have survived through the preservation of their cultural heritage</p> <p><input type="radio"/> do not have younger learners to ensure their survival</p>
<p>4. <input type="radio"/> are spoken by young people</p> <p><input checked="" type="radio"/> only exist in oral form</p> <p><input type="radio"/> are already extinct</p>	<p>10. <input checked="" type="radio"/> has benefited from being taught in a school and a university</p> <p><input type="radio"/> will soon be extinct</p> <p><input type="radio"/> can only survive with the help of technology</p>
<p>5. <input type="radio"/> exist in written form</p> <p><input type="radio"/> taught at schools</p> <p><input checked="" type="radio"/> are not spoken by native speakers</p>	<p>11. <input type="radio"/> is a professional linguist</p> <p><input type="radio"/> is fluent in more than one language</p> <p><input checked="" type="radio"/> resides in Australia</p>
<p>6. <input type="radio"/> contain specialised knowledge</p> <p><input type="radio"/> express different cultural perspectives</p> <p><input checked="" type="radio"/> use "ego-centric" vocabulary</p>	<p>12. <input type="radio"/> start learning aboriginal languages</p> <p><input type="radio"/> join demonstrations for the preservation of languages</p> <p><input checked="" type="radio"/> contact elected officials to warn them about the issue of dying languages.</p>
<p><u>Notes:</u> One mark each. Responses must be indicated <u>clearly</u>.</p>	



READING 2 (13 mks)		Task 2	
Task 1		TRUE	FALSE
13.	striping patterns and intensity of colour		
14.	Their stripes make them more visible not support the camouflage theory	21. <input type="radio"/>	<input checked="" type="radio"/>
15.	Their sense of smell and sharp hearing	22. <input checked="" type="radio"/>	<input type="radio"/>
16.	The black stripes transfer heat from the hide to the surface	23. <input checked="" type="radio"/>	<input type="radio"/>
17.	zebra skin	24. <input checked="" type="radio"/>	<input type="radio"/>
18.	The hair on the black stripes rises while the white stripes stay flat	25. <input checked="" type="radio"/>	<input type="radio"/>
19.	A century ago/100 years ago		
20.	She dressed horses in striped coats and used real zebras		
<p><i>Notes: one marks each. Complete accuracy in grammar & spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct (longer answers will normally be marked wrong, especially if they are simply copied from the text. HOWEVER, if a student has written one (or even two) extra words and the answer is <u>convincing</u> and <u>clearly correct</u>, common sense should be applied and marks awarded, on a case-by-case basis.</i></p>		<p><i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i></p>	

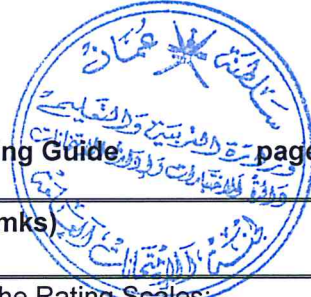


WRITING (LITERATURE 1) (10 mks)

- Individual markers should only award the marks mentioned in the Rating Scales:
- **SEE ALSO:** '**ARRIVING AT FINAL SCORES**' on **page 7** of this Marking Guide.

10	<ul style="list-style-type: none">– Responses are relevant*, well-developed and insightful.– Effectively relates texts to personal and/or social values and themes.– Shows very good understanding of literary elements and figures of speech.– Writing is varied, clear and mostly accurate.
8	<ul style="list-style-type: none">– Responses are relevant* and reasonably well-developed and insightful.– Has reasonable success in relating texts to personal and/or social values and themes.– Shows good understanding of literary elements and figures of speech.– Writing is somewhat varied and mostly clear, despite some inaccuracies.
6	<ul style="list-style-type: none">– Responses are mostly relevant*, but only developed on a superficial level.– Has only partial success in relating texts to personal and/or social values and themes.– Shows reasonable understanding of literary elements and figures of speech.– Writing is reasonably clear but lacks variety and contains frequent inaccuracies.
4	<ul style="list-style-type: none">– Responses are attempted but are incomplete and at times irrelevant*.– Generally fails to relate texts to personal and/or social values and themes.– Shows only limited understanding of literary elements and figures of speech.– Writing is limited and sometimes unclear and contains serious errors.
2	<ul style="list-style-type: none">– Responses are feeble: largely irrelevant* and/or seriously inadequate.– Little or no attempt to relate texts to personal and/or social values and themes.– Shows little or no understanding of literary elements and figures of speech.– Writing is very limited, frequently unclear, and contains many serious errors.
0	<p><i>Student's response is completely irrelevant to the question asked.</i></p>

***relevant means 'the student's response fully addresses the topic of the question'**



(A)	RATING SCALE (LITERATURE 2) (5+10 mks)	(B)
<ul style="list-style-type: none"> • <u>Individual</u> markers should <u>only</u> award the marks mentioned in the Rating Scales. • SEE ALSO: 'ARRIVING AT FINAL SCORES' on <i>page 7</i> of this Marking Guide. 		
5	<ul style="list-style-type: none"> – Response is relevant, well-developed and insightful. – Makes effective use of supporting arguments and references. – Shows an excellent knowledge and understanding of the set texts. – Shows very good appreciation of literary devices and effects. – Uses language which is lively, clear and largely accurate. 	10
4	<ul style="list-style-type: none"> – Response is relevant, and reasonably well-developed and insightful. – Makes reasonably effective use of supporting arguments and references. – Shows a good knowledge and understanding of the set texts. – Shows good appreciation of literary devices and effects. – Uses language which is usually clear, despite a number of inaccuracies. 	8
3	<ul style="list-style-type: none"> – Response is mostly relevant, but only developed on a superficial level. – Makes only partially effective use of supporting arguments and references. – Has a moderate knowledge and understanding of the set texts. – Shows reasonable appreciation of literary devices and effects. – Uses language which is sometimes unclear and often inaccurate. 	6
2	<ul style="list-style-type: none"> – Response is attempted, but is incomplete and at times irrelevant. – Makes only limited use of supporting arguments and references. – Shows only a limited knowledge and understanding of the set texts. – Shows only limited appreciation of literary devices and effects. – Uses language which is very limited and/or contains many serious errors. 	4
1	<ul style="list-style-type: none"> – Response is feeble: largely irrelevant and/or seriously inadequate. – Makes very poor use of supporting arguments and references. – Shows very little knowledge or understanding of the set texts. – Shows minimal appreciation of literary devices and effects. – Uses language which is seriously flawed and frequently difficult to understand. 	2
0	<p><i>No real attempt at the task. Writing is minimal/ nonsensical or completely irrelevant.</i></p>	0



ARRIVING AT FINAL SCORES

READING 1: In this section, all student responses are of the objectively-marked, right-or-wrong type, in this consisting of twelve multiple-choice items, each with 3 options. So, there should never be any discrepancies in the marks awarded. Any such errors are automatically excluded by the *ePen* marking system.

READING 2: In this section, students' responses of eight WH-questions each with short answer are independently marked by two markers using the marking guide. There should never be any discrepancies in the marks awarded.

WRITING (GENERAL) and WRITING (LITERATURE): In these sections, student responses are independently marked by two markers using their judgement, according to the wording of the Rating Scales provided. As a result, differences may sometimes occur between the two scores awarded.

In such cases, there are two possible procedures:

- 1) Acceptable differences: If – as in most cases – the difference between the two scores is **small**, i.e. 2 out of 10 or 4 out of 20, the Supervisor/Adjudicator is **not** required to read the student's response. He/she should simply use the mathematical average of the two scores. (*See below.)
- 2) Unacceptable differences: However, if the difference between the two scores is **substantial** — i.e. more than the figures just mentioned — the Supervisor/Adjudicator should read the student's response and, after due consideration, decide on an appropriate mark, based on the Rating Scales provided.

*** CALCULATION OF AVERAGES:**

5 marks		20 marks			
Pair of scores	Final score	Pair of scores	Final score	Pair of scores	Final score
5 / 4	4½	20 / 18	19	10 / 8	9
4 / 3	3½	20 / 16	18	10 / 6	8
3 / 2	2½	18 / 16	17	8 / 6	7
2 / 1	1½	18 / 14	16	8 / 4	6
1 / 0	½	16 / 14	15	6 / 4	5
10 marks		16 / 12	14	6 / 2	4
10 / 8	9	14 / 12	13	4 / 2	3
8 / 6	7	14 / 10	12	4 / 0	2
6 / 4	5	12 / 10	11	2 / 0	1
4 / 2	3	12 / 8	10	#####	
2 / 0	1	#####		#####	

IMPORTANT NOTE: As in previous years, **individual** markers should **only** award the marks specified in the relevant Rating Scale* (as in 'pair of scores' above). 'Half-marks' or 'in-between marks' (as in 'Final Score' above) can **only** be awarded when two (slightly differing) individual marks are combined by the Supervisor/ Adjudicator (see above: 'Acceptable differences').

[* Note: This means that, even though the computer screen shows all the possible final scores, **individual** markers should **only** use those scores which are mentioned in the Rating Scale.]



WRITING (INTERACTIVE) (20 mks)	
	<ul style="list-style-type: none"> • <i>Individual markers should only award the marks mentioned in the Rating Scales:</i> • SEE ALSO: 'ARRIVING AT FINAL SCORES' on page 6 of this Marking Guide.
20	<ul style="list-style-type: none"> – Message to intended reader(s) is very clear. – Writing clearly succeeds in achieving its intended purpose. – Uses language which is fully appropriate to reader and context. – A varied range of structures and vocabulary, with a very good level of accuracy.
18	<i>Between the descriptor above and the descriptor below.</i>
16	<ul style="list-style-type: none"> – Message to the intended reader(s) is fairly clear. – Writing has reasonable success in achieving its intended purpose. – Uses language which is somewhat appropriate to reader and context. – A fair range of structures and vocabulary, with a good level of accuracy.
14	<i>Between the descriptor above and the descriptor below.</i>
12	<ul style="list-style-type: none"> – Message to the intended reader(s) is partially clear. – Writing has only partially achieved its intended purpose. – Uses language which minimally appropriate to reader and context. – A limited range of structures and vocabulary, with a reasonable level of accuracy.
10	<i>Between the descriptor above and the descriptor below.</i>
8	<ul style="list-style-type: none"> – Message to the intended reader(s) is mostly unclear. – Writing has only very limited success in achieving its intended purpose. – Uses of language is mostly inappropriate to reader and context. – A very limited range of structures and vocabulary, and frequent errors.
6	<i>Between the descriptor above and the descriptor below.</i>
4	<ul style="list-style-type: none"> – Impact on intended reader(s) is unclear. – Writing clearly fails to achieve its intended purpose. – No use of appropriate language. – Extremely limited range of grammar and vocabulary with frequent serious errors.
2	<i>Between the descriptor above and the descriptor below.</i>
0	<i>Student's response is completely irrelevant to the question asked.</i>



WRITING (PERSUASIVE) (20 mks)

	<ul style="list-style-type: none"> • <u>Individual</u> markers should <u>only</u> award the marks mentioned in the Rating Scales: • SEE ALSO: 'ARRIVING AT FINAL SCORES' on page 6 of this Marking Guide.
20	<ul style="list-style-type: none"> – Expresses opinions on topics in a lively, convincing way. – Supports all points effectively with relevant evidence and detail. – Essays are very well-organised, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
18	<i>Between the descriptor above and the descriptor below.</i>
16	<ul style="list-style-type: none"> – Expresses opinions on topics in a reasonably convincing way. – Supports most points with relevant evidence and detail. – Essays are generally well-organised and, for the most part, clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy.
14	<i>Between the descriptor above and the descriptor below.</i>
12	<ul style="list-style-type: none"> – Expresses opinions on topics, in a somewhat limited way. – Is inconsistent in supporting points with relevant evidence and detail. – Essays are poorly- organised, but are still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy.
10	<i>Between the descriptor above and the descriptor below.</i>
8	<ul style="list-style-type: none"> – Express opinions on topics, but the results are clearly inadequate. – Is generally weak in supporting points with relevant evidence. – Essays lack organization, lacking in coherence and sometimes unclear. – A very limited range of grammar and vocabulary with frequent errors.
6	<i>Between the descriptor above and the descriptor below.</i>
4	<ul style="list-style-type: none"> – Makes only very feeble attempts to express opinions on topics. – Fails to support points with any relevant evidence. – Essays are incoherent and confusing. – Extremely limited range of grammar and vocabulary with frequent serious errors.
2	<i>Between the descriptor above and the descriptor below.</i>
0	<i>Student's response is completely irrelevant to the question asked.</i>



READING 1(10 mks)

1. <input type="radio"/> Constantinople <input checked="" type="radio"/> Egypt <input type="radio"/> Palestine	7. <input checked="" type="radio"/> Venice <input type="radio"/> Constantinople <input type="radio"/> London
2. <input type="radio"/> 490 <input type="radio"/> 541 <input checked="" type="radio"/> 542	8. <input type="radio"/> the first laws to separate and isolate those infected <input checked="" type="radio"/> the unnecessary slaughtering of animals <input type="radio"/> people being forced to carry a white pole
3. <input type="radio"/> meat <input checked="" type="radio"/> wheat <input type="radio"/> fruit and vegetables	9. <input type="radio"/> seven <input checked="" type="radio"/> one hundred <input type="radio"/> four hundred and sixty
4. <input checked="" type="radio"/> rats <input type="radio"/> people <input type="radio"/> pulses	10. <input checked="" type="radio"/> a strict lockdown was enforced <input type="radio"/> public entertainment was banned <input type="radio"/> red crosses were painted on the doors of those infected
5. <input type="radio"/> avoided contact with rats <input type="radio"/> developed an understanding of how to fight it <input checked="" type="radio"/> kept a distance from those who were infected	
6. <input type="radio"/> 30 to 50 <input checked="" type="radio"/> 200 <input type="radio"/> 300	

Notes: One mark each. Responses must be indicated clearly.

? font



READING 2 (10 mks)

Task 1

Task 2

		TRUE	FALSE
11	on different animal calls (that are high-and low-pitched and guttural sounds)	<input checked="" type="radio"/>	<input type="radio"/>
12	it is used in ceremonies/ performances/ films/ is taught/ is heard on radio and TV	<input type="radio"/>	<input checked="" type="radio"/>
13	the farmland in the south was too small/ inadequate to feed people and animals	<input checked="" type="radio"/>	<input type="radio"/>
14	the shepherds were women and girls	<input type="radio"/>	<input checked="" type="radio"/>
15	methods of making cheese and other products from cows and goats/ their music has been adopted for traditional dancing.	<input checked="" type="radio"/>	<input type="radio"/>

Notes: one marks each. Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct. (longer answers will normally be marked wrong, especially if they are simply copied from the text. HOWEVER, if a student has written one (or even two) extra words and the answer is convincing and clearly correct, common sense should be applied and marks awarded, on a case-by-case basis.



WRITING (LITERATURE 1 & 2) (10 mks)

- Individual markers should only award the marks mentioned in the Rating Scales:
- **SEE ALSO:** '**ARRIVING AT FINAL SCORES**' on **page 6** of this Marking Guide.

10	<ul style="list-style-type: none"> – Responses are relevant*, well-developed and insightful. – Effectively relates texts to personal and/or social values and themes. – Shows very good understanding of literary elements and figures of speech. – Writing is varied, clear and mostly accurate.
8	<ul style="list-style-type: none"> – Responses are relevant* and reasonably well-developed and insightful. – Has reasonable success in relating texts to personal and/or social values and themes. – Shows good understanding of literary elements and figures of speech. – Writing is somewhat varied and mostly clear, despite some inaccuracies.
6	<ul style="list-style-type: none"> – Responses are mostly relevant*, but only developed on a superficial level. – Has only partial success in relating texts to personal and/or social values and themes. – Shows reasonable understanding of literary elements and figures of speech. – Writing is reasonably clear but lacks variety and contains frequent inaccuracies.
4	<ul style="list-style-type: none"> – Responses are attempted but are incomplete and at times irrelevant*. – Generally fails to relate texts to personal and/or social values and themes. – Shows only limited understanding of literary elements and figures of speech. – Writing is limited and sometimes unclear and contains serious errors.
2	<ul style="list-style-type: none"> – Responses are feeble: largely irrelevant* and/or seriously inadequate. – Little or no attempt to relate texts to personal and/or social values and themes. – Shows little or no understanding of literary elements and figures of speech. – Writing is very limited, frequently unclear, and contains many serious errors.
0	<p><i>Student's response is completely irrelevant to the question asked.</i></p>

***relevant means 'the student's response fully addresses the topic of the question'**



ARRIVING AT FINAL SCORES

READING 1: In this section, all student responses are of the objectively-marked, right-or-wrong type., in this consisting of ten multiple-choice items, each with 3 options. So, there should never be any discrepancies in the marks awarded. Any such errors are automatically excluded by the ePen marking system.

READING 2:Task One in this section, students' responses of five WH-questions each with short answer are independently marked by two markers using the marking guide. There should never be any discrepancies in the marks awarded.

WRITING (GENERAL) and WRITING (LITERATURE): In these sections, student responses are independently marked by two markers using their judgement, according to the wording of the Rating Scales provided. As a result, differences may sometimes occur between the two scores awarded.

In such cases, there are two possible procedures:

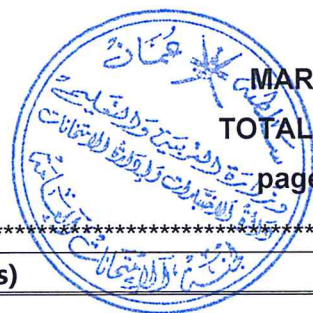
- 1) Acceptable differences: If – as in most cases – the difference between the two scores is **small**, i.e. 2 out of 10 or 4 out of 20, the Supervisor/Adjudicator is **not** required to read the student's response. He/She should simply use the mathematical average of the two scores. (*See below.)
- 2) Unacceptable differences: However, if the difference between the two scores is **substantial** — i.e. more than the figures just mentioned — the Supervisor/Adjudicator should read the student's response and, after due consideration, decide on an appropriate mark, based on the Rating Scales provided.

*** CALCULATION OF AVERAGES:**

5 marks		20 marks			
Pair of scores	Final score	Pair of scores	Final score	Pair of scores	Final score
5 / 4	4½	20 / 18	19	10 / 8	9
4 / 3	3½	20 / 16	18	10 / 6	8
3 / 2	2½	18 / 16	17	8 / 6	7
2 / 1	1½	18 / 14	16	8 / 4	6
1 / 0	½	16 / 14	15	6 / 4	5
10 marks		16 / 12	14	6 / 2	4
10 / 8	9	14 / 12	13	4 / 2	3
8 / 6	7	14 / 10	12	4 / 0	2
6 / 4	5	12 / 10	11	2 / 0	1
4 / 2	3	12 / 8	10	#####	
2 / 0	1	#####		#####	

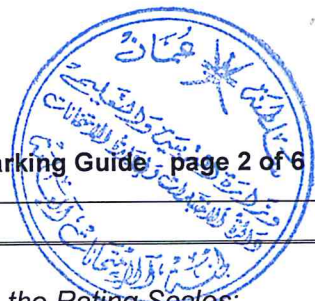
IMPORTANT NOTE: As in previous years, **individual** markers should **only** award the marks specified in the relevant Rating Scale* (as in 'pair of scores' above). 'Half-marks' or 'in-between marks' (as in 'Final Score' above) can **only** be awarded when two (slightly differing) individual marks are combined by the Supervisor/ Adjudicator (see above: 'Acceptable differences').

[* Note: This means that, even though the computer screen shows all the possible final scores, **individual** markers should **only** use those scores which are mentioned in the Rating Scale.]

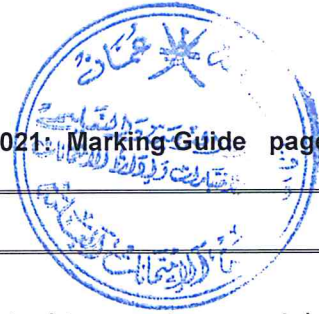


WRITING (INTERACTIVE) (20 mks)

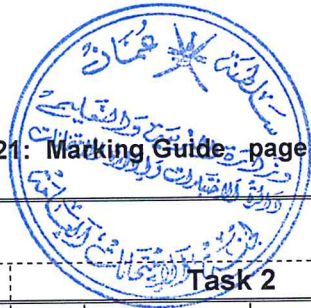
	<ul style="list-style-type: none"> • <i>Individual markers should only award the marks mentioned in the Rating Scales:</i> • SEE ALSO: 'ARRIVING AT FINAL SCORES' on page 6 of this Marking Guide.
20	<ul style="list-style-type: none"> – Message to intended reader(s) is very clear. – Writing clearly succeeds in achieving its intended purpose. – Uses language which is fully appropriate to reader and context. – A varied range of structures and vocabulary, with a very good level of accuracy.
18	<i>Between the descriptor above and the descriptor below.</i>
16	<ul style="list-style-type: none"> – Message to the intended reader(s) is fairly clear. – Writing has reasonable success in achieving its intended purpose. – Uses language which is somewhat appropriate to reader and context. – A fair range of structures and vocabulary, with a good level of accuracy.
14	<i>Between the descriptor above and the descriptor below.</i>
12	<ul style="list-style-type: none"> – Message to the intended reader(s) is partially clear. – Writing has only partially achieved its intended purpose. – Uses language which minimally appropriate to reader and context. – A limited range of structures and vocabulary, with a reasonable level of accuracy.
10	<i>Between the descriptor above and the descriptor below.</i>
8	<ul style="list-style-type: none"> – Message to the intended reader(s) is mostly unclear. – Writing has only very limited success in achieving its intended purpose. – Uses of language is mostly inappropriate to reader and context. – A very limited range of structures and vocabulary, and frequent errors.
6	<i>Between the descriptor above and the descriptor below.</i>
4	<ul style="list-style-type: none"> – Impact on intended reader(s) is unclear. – Writing clearly fails to achieve its intended purpose. – No use of appropriate language. – Extremely limited range of grammar and vocabulary with frequent serious errors.
2	<i>Between the descriptor above and the descriptor below.</i>
0	<i>Student's response is completely irrelevant to the question asked.</i>



WRITING (PERSUASIVE) (20 mks)	
	<ul style="list-style-type: none">• <i>Individual</i> markers should <i>only</i> award the marks mentioned in the Rating Scales:• SEE ALSO: 'ARRIVING AT FINAL SCORES' on page 6 of this Marking Guide.
20	<ul style="list-style-type: none">– Expresses opinions on topics in a lively, convincing way.– Supports all points effectively with relevant evidence and detail.– Essays are very well-organised, clear and coherent.– A varied range of grammar and vocabulary with a very good level of accuracy.
18	<i>Between the descriptor above and the descriptor below.</i>
16	<ul style="list-style-type: none">– Expresses opinions on topics in a reasonably convincing way.– Supports most points with relevant evidence and detail.– Essays are generally well-organised and, for the most part, clear and coherent.– A fair range of grammar and vocabulary with a good level of accuracy.
14	<i>Between the descriptor above and the descriptor below.</i>
12	<ul style="list-style-type: none">– Expresses opinions on topics, in a somewhat limited way.– Is inconsistent in supporting points with relevant evidence and detail.– Essays are poorly- organised, but are still reasonably clear and coherent.– A limited range of grammar and vocabulary with a reasonable level of accuracy.
10	<i>Between the descriptor above and the descriptor below.</i>
8	<ul style="list-style-type: none">– Express opinions on topics, but the results are clearly inadequate.– Is generally weak in supporting points with relevant evidence.– Essays lack organization, lacking in coherence and sometimes unclear.– A very limited range of grammar and vocabulary with frequent errors.
6	<i>Between the descriptor above and the descriptor below.</i>
4	<ul style="list-style-type: none">– Makes only very feeble attempts to express opinions on topics.– Fails to support points with any relevant evidence.– Essays are incoherent and confusing.– Extremely limited range of grammar and vocabulary with frequent serious errors.
2	<i>Between the descriptor above and the descriptor below.</i>
0	<i>Student's response is completely irrelevant to the question asked.</i>



READING 1(10 mks)	
1. <input type="radio"/> 105 <input checked="" type="radio"/> 868 <input type="radio"/> 713	7. <input checked="" type="radio"/> expected to receive a quick profit <input type="radio"/> wanted the Gutenberg Bibles to be printed <input type="radio"/> hoped to produce books with colour illustrations
2. <input checked="" type="radio"/> metal work <input type="radio"/> printing <input type="radio"/> business	8. <input checked="" type="radio"/> Gutenberg <input type="radio"/> Fust <input type="radio"/> both Gutenberg and Fust
3. <input type="radio"/> unsuccessful business <input type="radio"/> business partners <input checked="" type="radio"/> vision for printing	9. <input type="radio"/> given the title 'Gentleman of the Court' <input checked="" type="radio"/> honoured by a memorial statue in Strasbourg <input type="radio"/> named the 'Man of the Millennium' by Time Life magazine
4. <input type="radio"/> manufacture paper <input checked="" type="radio"/> produce equipment for printing <input type="radio"/> stamp designs on gold coins	10. <input type="radio"/> an increase in the number of handwritten books <input checked="" type="radio"/> the wide-spread publication of knowledge <input type="radio"/> thoughts and ideas being available for only a select few
5. <input type="radio"/> improve the screw-mechanism process <input type="radio"/> make it easier to use individual metal letters <input checked="" type="radio"/> ensure the words in the books did not fade	
6. <input type="radio"/> quickly increase the number of books available in Europe <input checked="" type="radio"/> help him to start a new printing business <input type="radio"/> allow him to take a new loan from Johann Fust	
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>	



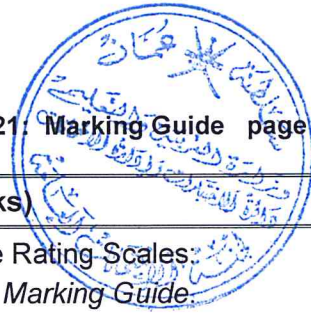
READING 2 (10 mks)

Task 1

Task 2

		TRUE	FALSE
11.	Oman Shell development company	<input checked="" type="radio"/>	<input type="radio"/>
12.	very low-pitched and recognizable song	<input type="radio"/>	<input checked="" type="radio"/>
13.	coast of Oman to as far south as Madagascar / the southwest Indian Ocean	<input checked="" type="radio"/>	<input type="radio"/>
14.	2017	<input type="radio"/>	<input checked="" type="radio"/>
15.	International Whaling Commission/ IWC	<input checked="" type="radio"/>	<input type="radio"/>

*Notes: one marks each. Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct. (longer answers will normally be marked wrong, especially if they are simply copied from the text. **HOWEVER**, if a student has written one (or even two) extra words and the answer is convincing and clearly correct, common sense should be applied and marks awarded, on a case-by-case basis.*

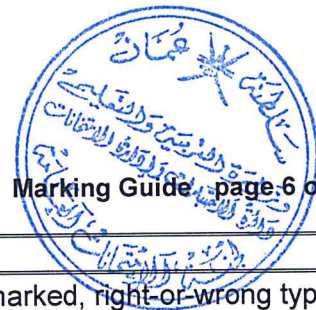


WRITING (LITERATURE 1 & 2) (10 mks)

- Individual markers should only award the marks mentioned in the Rating Scales.
- **SEE ALSO:** '**ARRIVING AT FINAL SCORES**' on **page 6** of this **Marking Guide**.

10	<ul style="list-style-type: none"> – Responses are relevant*, well-developed and insightful. – Effectively relates texts to personal and/or social values and themes. – Shows very good understanding of literary elements and figures of speech. – Writing is varied, clear and mostly accurate.
8	<ul style="list-style-type: none"> – Responses are relevant* and reasonably well-developed and insightful. – Has reasonable success in relating texts to personal and/or social values and themes. – Shows good understanding of literary elements and figures of speech. – Writing is somewhat varied and mostly clear, despite some inaccuracies.
6	<ul style="list-style-type: none"> – Responses are mostly relevant*, but only developed on a superficial level. – Has only partial success in relating texts to personal and/or social values and themes. – Shows reasonable understanding of literary elements and figures of speech. – Writing is reasonably clear but lacks variety and contains frequent inaccuracies.
4	<ul style="list-style-type: none"> – Responses are attempted but are incomplete and at times irrelevant*. – Generally fails to relate texts to personal and/or social values and themes. – Shows only limited understanding of literary elements and figures of speech. – Writing is limited and sometimes unclear and contains serious errors.
2	<ul style="list-style-type: none"> – Responses are feeble: largely irrelevant* and/or seriously inadequate. – Little or no attempt to relate texts to personal and/or social values and themes. – Shows little or no understanding of literary elements and figures of speech. – Writing is very limited, frequently unclear, and contains many serious errors.
0	<p><i>Student's response is completely irrelevant to the question asked.</i></p>

***relevant means 'the student's response fully addresses the topic of the question'**



ARRIVING AT FINAL SCORES

READING 1: In this section, all student responses are of the objectively-marked, right-or-wrong type., in this consisting of ten multiple-choice items, each with 3 options. So, there should never be any discrepancies in the marks awarded. Any such errors are automatically excluded by the ePen marking system.

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8 / 6	7	14 / 10	12	4 / 0	2
6 / 4	5	12 / 10	11	2 / 0	1
4 / 2	3	12 / 8	10	#####	
2 / 0	1	#####		#####	

IMPORTANT NOTE: As in previous years, **individual** markers should **only** award the marks specified in the relevant Rating Scale* (as in 'pair of scores' above). 'Half-marks' or 'in-between marks' (as in 'Final Score' above) can **only** be awarded when two (slightly differing) individual marks are combined by the Supervisor/ Adjudicator (see above: 'Acceptable differences').

[* Note: This means that, even though the computer screen shows all the possible final scores, **individual** markers should **only** use those scores which are mentioned in the Rating Scale.]

APPENDIX

LITERATURE 1 & 2 SEMESTER ONE SESSION TWO 2020-2021

A GUIDE TOWARDS 'CORRECT' ANSWERS

Important Note' See also (separately) the General Notes on Awarding Marks for each section of the exam paper.

*** These notes are to be used as a guide only. All relevant and suitable answers from the exam candidates should be accepted. ***

LITERATURE ONE : DRAMA : 'Master Harold and the boys

Task: Answer the following question. Relate your answer to personal and/or social values and themes. Write at least 120 words.

Towards the end of the scene, Hally says, "The miracle happened! "
Outline how the playwright develops the theme of perseverance (not giving up) and shows how one human can inspire hope and greatness in another.

(10 marks)

Main discussion: 8 marks

- We learn from the background notes that Hally has a difficult life at home and that Sam treats him like a son. Even though Sam is a middle-aged employee of Sam's mother, it is obvious throughout the scene that there is a close bond between the two characters. Sam is a good influence on Hally and inspires the teenager as he goes through the transition from, childhood to manhood. Sam is a good influence and can inspire hope and greatness in another.
- Like a typical teenager, Hally describes the day as "another of those useless nothing-to-do afternoons". He cannot think of anything to occupy his time constructively but he notices Sam making a kite. Again the nonchalance of "It didn't look particularly interesting".
- Sam knows how to pique Hally's interest, "Wait and see".
- Still not very interested, Hally says "I had no hopes for it".
- Unsure of himself and afraid of what others would think, "I was scared that we were going to make fools of ourselves". He refused to carry it. Maybe afraid his peers would mock him. No self-confidence.
- Hally continues to describe the basic makeshift kite in unflattering terms: tomato-box, wood, brown paper, flour, water, stockings, pieces of string. Nothing that inspires confidence in him. He sees it as hopeless. In fact, a miracle is called for!
- But, nonetheless, Sam keeps working away at the kite. He has belief in his abilities. Self-confidence that comes with experience and age.



- Even though it was Sam who built the kite, he handed it over to Hally to make the first flight with it. This reinforces the idea that Sam is a father figure in Hally's life. Sam is giving Hally the chance to have a positive experience in his life. To have hope. To be great.

- Hally describes how Sam held up the kite on the hill. It is now Hally's job to take the kite that Sam has made and to give it life. He must run with it to make it airborne. But Hally is still pessimistic, "Like everything else in my life, here comes another fiasco". Obviously, Hally is going through some tough things in his life and this has made him view life and its challenges negatively.

- There is "another pause" as Hally remembers emotionally how the "miracle happened". Against all the odds, this simple home-crafted kite took flight.

- Hally was still expecting the worst, "for it to crash to the ground".

- But then the climax of the scene as the kite comes "alive" as "if it wanted to be free". Of course, this symbolizes the possibility for Hally to be free, to reach his potential if he is given a chance, if he has perseverance and hope.

- Even though it is Sam who has made the kite, he gives it to Hally to run with it. He is a father figure for Hally, He facilitates the event but then steps back and lets the boy have the moment of triumphant. Sam is there but it is Hally who shines.

- At the end of the scene, Sam unites the two of them with "We've done it." Sam has persevered with Hally and has taught him a valuable life lesson – perseverance and hope. He had encouraged the boy, "Go, Hally!" and allowed him to experience something positive.

- Most of the dialogue is spoken by Hally in the scene. Even though it is Sam who has made the kite, it is the young boy who gets the opportunity to shine. It is obvious that this memory is his favourite. We can see it as a pivotal point in his life. Sam, older and wiser, takes a back seat and lets the teenager enjoy the moment/ and the memory.

Personal and/or social values and themes: 2 marks

Accept any relevant answer.

LITERATURE TWO: POEM: 'I Choose the mountain'

Task: Answer the following question. Give reasons for your answer based on evidence from this poem. Relate your answer to personal and/or social values and themes.

The poem 'I Choose the Mountain' is a metaphor for life's choices : the difficult versus the easy. Outline how the poet effectively creates this sense of conflicting paths through the use of any two literary techniques (imagery, repetition etc.).

(10 marks)



Main discussion: 8 marks

This is a poem about strength of will. It is written from the point of view of a person who is traveling and who has a choice of two paths: an easy, lowlands path or a path on the mountain.

Literary techniques (students choose any two and discuss in relation to the task.)

Personification: Both the lowlands and the mountain have the human ability to "call " and beckon" the traveller. The mountain "makes its move" on his will, challenging him to "ascend".

Easy path: Image of the "lowlands ", "free dwelling", "without having to conquer" (image of war/military force. Without having to climb)

Difficult path: image of the "massive mountain" (conveys the power of the mountain. It has force and character, and is formidable) , "much more difficult path", "slippery bend" (potentially hiding more danger)

Metaphor: The lowlands and the mountain – the choices we have to make in life.

Repetition: "I choose"

Alliteration: "Massive mountains", "low lands ", "stress and strain"

Hyperbole: "I will never stop climbing", "I shall forever be ascending"

Enjambment: The enjambment leading to "a much more difficult path" highlights how hard the journey will be.

Assonance: "I cannot choose both", "I choose the mountain"

Symbolism: The lowlands symbolize the easy choice. The mountain symbolizes the difficult choice.

Free verse: the poem does not follow any rhyme scheme and stanza pattern.

Personal and/or social values and themes: 2 marks

Accept any relevant answer.

A NOTE on the USE of QUOTATIONS

The use of appropriate quotations when discussing the drama and poem is OK (they are likely to be short). However, there is a difference between genuinely (and skilfully) quoting from the extract/poem in a valid way and using quotations just to fill up the space and/or to avoid making language errors. Signs of the latter approach are when the student's response is repetitive or when it becomes incoherent and/or does not make sense.
