

**Markscheme  
Barème de notation  
Esquema de calificación**

**May / Mai / Mayo 2017**

**English / Anglais / Inglés B**

**Higher level  
Niveau supérieur  
Nivel superior**

**Paper / Épreuve / Prueba 1**

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The following are the annotations available to use when marking responses.

Annotation	Explanation	Associated shortcut	Annotation	Explanation	Associated shortcut
	Award 0 – automatically awards zero for a given response	Alt+0		On page comment	Alt+6
	Tick 1 – automatically awards one point for a given response	Alt+1		Unclear content or language	Alt+7
	Incorrect point	Alt+2		SEEN - every scanned page must be annotated or marked as SEEN	Alt+8
	Ellipse that can be expanded	Alt+3		Good Response/Good Point	Alt+9
	Horizontal wavy line that can be expanded	Alt+4		Caret – indicates omission	n/a
	Highlight tool that can be expanded	Alt+5		Vertical wavy line that can be expanded	n/a

You **must** make sure you have looked at all pages. Please put the **SEEN** annotation on any blank page, to indicate that you have seen it.

When using the *On Page Comments* annotation, please keep the following in mind:

- Avoid covering the candidate’s own writing. This can be done by writing your comments in the margins then running the arrow attached to the ‘on-page comment’ annotation to the appropriate place.
- Provide all comments in the target language.

1. For questions where short answers are required, the answer must be clear. Do not award the mark if the answer does not make sense or if the additional information makes the answer ambiguous, incorrect or incomprehensible.
2. Allow spelling mistakes so long as they do not hinder comprehension or do not change the sense of the phrase.
3. For true or false questions, candidates may use a tick or a cross to indicate their intended response but usage must be consistent. If a candidate writes two ticks or two crosses for the same answer award **[0]**. If a candidate answers with a cross and a tick for the same answer, mark the tick and ignore the cross.
4. For questions where the candidate has to write a letter in a box (for example, multiple choice questions), if a candidate has written two answers – one in the box and one outside – only mark the answer inside the box.
5. The total number of marks for the question paper is **[60]**.

1. En ce qui concerne les questions pour lesquelles des réponses brèves sont attendues, la réponse donnée doit être claire. N'attribuez pas de points si la réponse n'a aucun sens ou si les informations supplémentaires qu'elle contient la rendent ambiguë, incorrecte ou incompréhensible.
2. Vous pouvez autoriser les fautes d'orthographe tant qu'elles ne nuisent pas à la compréhension ou qu'elles ne changent pas le sens de la phrase.
3. En ce qui concerne les questions de type vrai ou faux, les candidats peuvent cocher ou marquer d'une croix la réponse de leur choix, mais ils doivent rester cohérents. Si un candidat a utilisé deux coches ou deux croix pour la même réponse, attribuez **[0]**. Si un candidat a répondu par une croix et une coche à la même question, prenez en compte la coche et ignorez la croix.
4. En ce qui concerne les questions pour lesquelles le candidat doit écrire une lettre dans une case (par exemple, dans le cas de questions à choix multiple), s'il a donné deux réponses différentes, l'une à l'intérieur de la case et l'autre en-dehors, ne prenez en compte que la réponse qui se situe dans la case.
5. Le nombre total de points pour l'épreuve d'examen est de **[60]**.

1. Las preguntas que requieran una respuesta corta deben responderse con claridad. No otorgue la puntuación si la respuesta no tiene sentido o si la información adicional hace que la respuesta sea ambigua, incorrecta o incomprensible.
2. Permita errores de ortografía siempre y cuando no dificulten la comprensión ni cambien el sentido de la oración.
3. En las preguntas de verdadero o falso, los alumnos podrán indicar la respuesta elegida con un tic o una cruz, pero el uso de los signos debe ser coherente. Si el alumno marca dos tics o dos cruces en la misma respuesta, otorgue la puntuación **[0]**. Si el alumno responde marcando una cruz y un tic en la misma respuesta, puntúe el tic e ignore la cruz.
4. En las preguntas que requieran escribir una letra en una casilla (por ejemplo, en las preguntas de opción múltiple), si el alumno ha escrito dos respuestas (una dentro de la casilla y la otra fuera), puntúe únicamente la respuesta marcada dentro de la casilla.
5. El número total de puntos asignados al cuestionario de examen es **[60]**.

**Text A — Holiday Swap KZN**

Question	Target answer	Accept	Do not accept	Marks
1.	uniquely			1
2.	(is scheduled) to debut (in 2015)	<ul style="list-style-type: none"> <li>debut in 2015</li> <li>TV show (is scheduled) to debut (in 2015)</li> </ul>	<ul style="list-style-type: none"> <li>'debut' on its own</li> <li><b>this refreshing (13-part)</b> TV show is scheduled to debut (in 2015)</li> </ul>	1
3.	(a) / (b) (the) holiday of their dreams (in beautiful KwaZulu-Natal) / (their) ultimate holiday (in this exceptional Zulu Kingdom)	Exact wording only.  In any order, award <b>[1]</b> for each correct answer.		2
4.	(this) exceptional Zulu Kingdom	Exact wording only.		1
5.	B, D, F, H, L	In any order, award <b>[1]</b> for each correct answer.		5
6.	B			1
<b>Total</b>				<b>11</b>

**Text B — The White Darkness**

Question	Target answer	Accept	Do not accept	Marks
7.	(a) / (b) (Mum was) surprised / (to) pucker her forehead / (Mum just looked) uneasy	Exact wording only.  In any order, award <b>[1]</b> for each correct answer.	<ul style="list-style-type: none"> <li>• <b>but</b> Mum just looked uneasy</li> <li>• <b>she</b> pucker her forehead</li> </ul>	<b>2</b>
8.	Cradle of Art and Town-Planning	Exact wording only.	'Cradle of Art' <b>without</b> 'and Town-Planning'	<b>1</b>
9.	The only real school is the school of life	Exact wording only.		<b>1</b>
10.	I			<b>1</b>
11.	J			<b>1</b>
12.	D			<b>1</b>
13.	F			<b>1</b>
14.	B			<b>1</b>
15.	C			<b>1</b>
16.	D			<b>1</b>
17.	A			<b>1</b>
<b>Total</b>				<b>12</b>

**Text C — Using Poetry to Explore Family History**

Question	Target answer	Accept	Do not accept	Marks
<p><b>NOTE:</b> For the justification in questions 18 to 22, allow only the quotation as given, possibly with a few additional words, provided that they do not materially alter the meaning. Both true/false and quotation response must be correct for the mark.</p>				
18.	False (they often) create distance between themselves and their families			1
19.	True (to) pass on meaningful pieces of family history (was through conversations)		<ul style="list-style-type: none"> <li>• <b>the only way</b> to pass on meaningful pieces of family history (was through conversations)</li> <li>• they allow us access to stories about our past</li> </ul>	1
20.	True (stories that) ranged from humorous to tragic		<b>(the) sharing of</b> stories that ranged from humorous to tragic	1
21.	False (each poem also) reflected his or her distinctive voice		<b>but</b> each poem also reflected his or her distinctive voice	1
22.	False I plan to make a few adjustments / make a few adjustments before using the assignment again		(I plan to) make a few adjustments before using the assignment again <b>this spring</b>	1
23.	(these) young men and women / middle school students	<ul style="list-style-type: none"> <li>• young men and women’s</li> <li>• the young men and women</li> </ul>	<ul style="list-style-type: none"> <li>• sixth-grade students</li> <li>• middle school <b>student</b></li> </ul>	1
24.	conversations (with our family members)		<b>conversation</b> (with our family members)	1
25.	(my) students’ parents	<ul style="list-style-type: none"> <li>• (sixth-grade) teacher’s students’ parents</li> <li>• writer’s students’ parents</li> <li>• blogger’s students’ parents</li> </ul>	<ul style="list-style-type: none"> <li>• ‘parents’ on its own</li> <li>• <b>student’s</b> parents</li> </ul>	1

			<ul style="list-style-type: none"> <li>the students' parents</li> </ul>		
26.		literary devices		<ul style="list-style-type: none"> <li>literary <b>device</b></li> <li><b>more</b> literary devices</li> <li>'devices' <b>without</b> 'literary'</li> </ul>	1
27.		(this) assignment	<ul style="list-style-type: none"> <li>the assignment</li> <li>Family History Poem assignment</li> </ul>	the poem	1
28.		B			1
29.		A			1
<b>Total</b>					<b>12</b>



**Text D — Runaway**

Question	Target answer	Accept	Do not accept	Marks
30.	(This was the) summer of rain and more rain	Exact wording only.		1
31.	wore a (wide-brimmed old Australian felt) hat / tucked her (long thick) braid down her shirt	<ul style="list-style-type: none"> <li>• wore a (wide-brimmed old Australian felt) hat <b>every time she went outside</b></li> </ul> Other wording with the same meaning.	<ul style="list-style-type: none"> <li>• Answers that do <b>not</b> have 'wore/wear' and 'hat' or similar meaning (eg she wore a wide-brimmed Australian felt <b>OR</b> a wide-brimmed (old Australian felt) hat</li> <li>• braid down her shirt <b>without</b> tucked</li> </ul>	1
32.	poking disconsolately in the grass (under the trees)	Exact wording only.		1
33.	she had taken her time (mucking out the barn)	<ul style="list-style-type: none"> <li>• she had taken her time to finish her chores</li> </ul> Other wording with the same meaning.	The addition of 'She liked the rhythm of her regular chores' to the target answer <b>without</b> meaningfully connecting it into the answer (eg she liked the rhythm of her regular chores- she had taken her time).	1
34.	nobody showed up (for trail rides) / only a few pupils were coming (for lessons, and those were regulars)			1
35.	(the) batches of schoolchildren on vacation / (the) busloads from summer camps	Exact wording only.	<ul style="list-style-type: none"> <li>• 'schoolchildren on vacation' <b>without</b> 'batches of'</li> <li>• '(the) batches of schoolchildren" <b>without</b> 'on vacation'</li> <li>• 'summer camps' <b>without</b> 'busloads'</li> </ul>	1

36.		Clark charged them anyway	Exact wording only.	'Clark charged them' <b>without</b> 'anyway'	1
37.		went (over to the exercise ring) to see how dry the ground was		<b>(now) she</b> went over to the exercise ring to see how dry the ground was	1
38.		C			1
39.		B			1
40.		B			1
41.		D			1
<b>Total</b>					<b>12</b>

**Text E — Educating across nations for a brighter future**

Question	Target answer	Accept	Do not accept	Marks
42.	US students and professionals	American students and professionals	<ul style="list-style-type: none"> <li>• US students <b>without</b> professionals</li> <li>• US professionals <b>without</b> (US) students</li> <li>• US students and professionals with rural communities (in Swaziland, Africa)</li> <li>• US students <b>or</b> professionals</li> </ul>	<b>1</b>
43.	poverty / HIV/AIDS / illiteracy	Answers that focus on the problems even though their wording is different from that of the target answer, such as: <ul style="list-style-type: none"> <li>• struggling with poverty</li> <li>• HIV/AIDS in rural communities</li> <li>• fight against poverty</li> </ul>	Answers that focus on the service given <b>or</b> the recipients of the service, such as: <ul style="list-style-type: none"> <li>• helping orphaned children</li> <li>• empower and lift orphaned and vulnerable children</li> <li>• children struggling with poverty</li> </ul>	<b>1</b>
44.	tailored		tailored to	<b>1</b>
45.	Swaziland (in Africa)	Swaziland, Africa	“Africa” on its own	<b>1</b>
46.	H			<b>1</b>
47.	J			<b>1</b>
48.	A			<b>1</b>
49.	C			<b>1</b>
50.	suggested			<b>1</b>
51.	also			<b>1</b>
52.	interested			<b>1</b>

53.		or				1
54.		without				1
<b>Total</b>						<b>13</b>

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