



INTERNATIONAL SECONDARY CERTIFICATE EXAMINATION
NOVEMBER 2022

ENGLISH ADDITIONAL LANGUAGE: PAPER I

MARKING GUIDELINES

Time: 2½ hours

100 marks

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

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

SECTION A COMPREHENSION

QUESTION 1 MAKING MEANING OF TEXTS

Read the article 'Three Simple Things that will make you the Most Interesting Person in any Conversation' (TEXT 1) and the cartoon (TEXT 2) on pages i and ii of the Insert and answer Questions 1.1 to 1.12.

- 1.1 Consider the title of the article.
Do you consider the title to be an exaggeration? Provide a reason for your response.
One good reason will get 2 marks.
E.g. It is an exaggeration because it is almost impossible to be 'THE MOST interesting person in ANY conversation' as you are bound to have some competition. MD
- 1.2 Refer to paragraph 1.
- 1.2.1 Identify the *register* of this paragraph.
informal
- 1.2.2 Quote *one* word that proves your answer to Question 1.2.1.
'drag' or 'It's' (contraction)
- 1.3 Refer to paragraph 2.
- 1.3.1 Identify the *figure of speech* in: 'attracted to you like flies to a sticky trap'.
Simile
- 1.3.2 Discuss the effectiveness of the figure of speech identified in Question 1.3.1 in the context of *this* article.
Just like flies get stuck on a fly trap and cannot escape,
if you are good at speaking to others, they will find you irresistible.
1 = understanding what is being compared;
1 = explain why the comparison is made (link the similarities).
- 1.3.3 In your *own words*, state what is meant by 'stop showing up with the expectation of getting something from them'.
Avoid arriving at an occasion with the idea that the people there owe you anything.
(MD) E.g., Do not arrive thinking that people should give you interesting information.
• They may not use: 'showing up', 'expectation' or 'getting something'
- 1.4 Refer to paragraph 3.
- Provide a *synonym* for 'crucial' in this context.
(MD Any appropriate synonym can be considered)
Important, essential, vital, critical, etc.

1.5 Refer to paragraph 4.

Suggest two reasons why curious people have '*better relationships*' and '*connect better*'?

If you are curious, you show interest in other people and that person will feel as though you care about them and want to get to know them. This will allow you to feel as though you are building a relationship. Any two.

1.6 Refer to paragraph 5.

1.6.1 **Name the punctuation mark in the underlined word: that's.**
apostrophe

1.6.2 **What is the function of the punctuation mark named in Question 1.6.1?**
Contraction

1.6.3 **Provide a reason why Todd Kashdan *can* be viewed as a reliable source.**
He is an expert in his field. He is a university psychology lecturer, which is a credible career and what this article is about – social interactions; has published a book. Any one.

1.6.4 (a) **In paragraph 5 Kashdan states that: '*being interested is more important in cultivating a relationship and maintaining a relationship than being interesting*'. Explain the difference between '*interested*' and '*interesting*' in the context of *relationships*.**

Interested: showing that you want to know something about someone/Also accept unselfish.

Interesting: having a lot of things to say about a subject (knowledgeable)/The focus is on YOU and what you know.

They cannot use the word 'interest' to explain the concept of 'interesting'. (If they do, they can get max ½). Also accept selfish or self-centred.

(b) **Explain by referring to the *arrows* how the *image* in Question 1.6.4 is a representation of the concept of '*interested*' versus '*interesting*'.**

The visual shows that someone who is interested is not just concerned with themselves. They look outside themselves at other people. Someone who is interesting and not interested talks about themselves and wants people to hear their stories. They tend to be more self-centred. Or Interested people focus on that which is outside themselves as shown by the arrows pointing outwards. Interesting people have a flow of information that comes from them towards others. The arrows show that they do not necessarily ask many questions. They like to give info, not receive it. MD

1.7 Refer to paragraph 6.

Provide *one* word of your own that describes what impression people will have of you if you dominate 'the conversation early on'.

(MD) arrogant, selfish, self-centred, domineering, bossy (Must be a single word that has a negative connotation.)

1.8 Refer to paragraph 9.

What *disadvantage* do you foresee, if you take the advice given in this paragraph?

One well-expressed idea can get 2 marks.

Examples: People might see you as shy or boring. They might dominate the conversation and never ask you any questions. You might start to feel as though the person is not interested in you. You may miss out on the opportunity to connect with someone because they never get to know anything about you.

1.9 Refer to paragraphs 10 and 11.

What is *your* understanding of the term 'small talk'?

Conversations that have no real weight or meaning. Talk about things that are not important. Talk that just fills a silence. Any one.

1.10 Refer to paragraph 11.

Quote *one* word that indicates that this is an American text.
'favorite'

1.11 Refer to paragraphs 12 and 13.

Add one appropriate *question* to the list of questions provided in paragraph 13. Your question may not fall into the category of 'boring and predictable', as categorised in paragraph 12.

Markers will need to evaluate whether the question is appropriate for the circumstances of avoiding small talk. The question should not be mentioned in the article.

1.12 Refer to TEXT 1 and TEXT 2.

1.12.1 Discuss how similar the *message* of the cartoon (TEXT 2) is to the overall *message* of the article (TEXT 1). Mention *both* texts in your response.

MD The message of the article is that if you want to enjoy social occasions and get people to think you are likable, you should show interest in them by asking them interesting questions. The cartoon shows how a person who just speaks about themselves is off-putting. They are similar in that they both highlight the fact that people like to talk about themselves, however, one person should not dominate any conversation or else people will avoid them.

2 marks = mentioning something from text 1 and 2, then 1 mark = linking their similar messages.

1.12.2 The 'ME' character in TEXT 2 looks unhappy in frame 4. Provide him with two pieces of practical advice *that you learnt from the two texts*. Your advice should help him to have more effective social interactions. Use your *own words*.

Any two pieces of advice from the two texts. E.g. Do not just talk about yourself. Try to make the other person feel special by asking them interesting questions. MD

SECTION B SUMMARY**QUESTION 2 SHOW UNDERSTANDING BY SUMMARISING**

Read 'How to Start Feeling Good Enough' (TEXT 3) on page iii of the Insert and then follow the instructions carefully.

Although completing school is something to celebrate, it is also a time of uncertainty. You have noticed that some of your friends are feeling anxious about the next chapter of their lives. After reading the article (TEXT 3), you decide to help your friends by posting a guide to feeling good enough. Title your post: 'Five Steps to Feeling Good Enough in 2023'.

Instructions:

- Use your *own* words, as far as possible.
- Your summary should be in *point form*.
- Number your points from 1 to 5.
- Write in full sentences.
- Your summary should not exceed 70 words.
- *Provide a word count* at the end of your summary.
- Pay attention to grammar, spelling, punctuation and sentence construction.

Possible points:	Words from the text:
1. You must adjust your thinking and not get stuck with old feelings or conclusions. (They may struggle to get a synonym for 'beliefs'.)	1. Having a fixed belief that prevents us from moving forward means we have to change our beliefs before any real progress can be made.
2. Don't base your happiness on whom you are dating.	2. In order to be happy I need to be in a relationship ...
3. Don't focus on what your life should be like/ what your life is lacking.	3. ... or live in the perfect house to be good enough, then we're making our self-worth dependent on things or other people.
4. Be kind to yourself and do not judge yourself too harshly.	4. Instead, we can believe we are good enough because we are human with interests, positive strengths, and the choice to be whomever we want to be.
5. Do not get stuck in what has already happened; learn from the things you did wrong.	5. We must acknowledge that we cannot change the past, but we can change our story of the past. Any mistakes we made, will become lessons.
6. Do not let the voice inside your head be too controlling.	6. Realise that this voice is not you. You can choose how you react to this inner voice.
7. Focus on being brave.	7. You can choose to be positive and courageous.

*Please note that candidates don't have to find a synonym for every word. Just changing the word order is permitted.

Markers are required to mark up to 74 words and then draw a double oblique stroke. Nothing after the double oblique stroke will be marked.

Mark allocation:

- 5 facts = 2 marks each.
- If a fact is partially presented, award one mark.
- Learners will not be penalised should they make use of bullets instead of numbers.
- Learners will not be penalised should they have omitted leaving a line open.
- Penalties:
- Underline all language, sentence construction and grammatical errors.
- 0–3 errors: no marks subtracted.
- 4–6 errors: subtract one mark from the total.
- 7+ errors: subtract a maximum of two marks.
- In paragraph format: (no numbering of bullets present) subtract one mark from the total.
- Indicate a quotation as a Q in the margin. This will be treated as one language error. Multiple quotes will be penalised as an error each.

SECTION C POETRY

QUESTION 3 MAKING MEANING OF POETRY – SEEN POETRY

Read 'Sonnet 116' (TEXT 4) on page iv of the Insert and answer Questions 3.1 to 3.6.

- 3.1 **This is a Shakespearean sonnet. Choose the option that includes the characteristics of this type of sonnet.**

Answer: B

- 3.2 **Many poems dealing with love speak about emotions and what happens in the lovers' *hearts*. Shakespeare chooses to describe it as 'the marriage of true *minds*'. Explain what this suggests about Shakespeare's definition of real love.**

It suggests that Shakespeare thought that love was not just about feelings or lust, but a conscious decision and something that needed to be thought about, not just felt. It shows that Shakespeare sees true love as a union between two people ('minds') becoming one.

One well-substantiated, logical point can get 2 marks.

- 3.3 **Rewrite *line 3* in more modern English.**

'which changes when circumstances (things) change' (Allow for use of more simple language.)

- 3.4 **Provide a *synonym* for 'tempests' (line 6).**

Storms (accept: cyclone, tornado, etc., as long as it is one word.)

- 3.5 **Refer to line 7.**

- 3.5.1 **Identify the *figure of speech* in this line.**

Metaphor

- 3.5.2 **Discuss the effectiveness of this figure of speech.**

It illustrates that real love is like the stars (constant), which give guidance and show us where we are when we get lost because they are constant. MD In the olden days sailors navigated their ships (barks) by the stars, so the speaker is suggesting that love similarly shows us the way

- 3.6 **Outline why this poem would be a good choice to read at a *wedding*. Your answer should show an understanding of the overall *message* of the poem.**

The message is that real love is not fleeting; it should last through storms and difficult times. It is thus a good choice to read at a wedding because that is the kind of love that most couples aspire to have or create because marriage is a long-term commitment.

1 mark = understanding the message; 1 mark = link to wedding/life-long commitment.

Read 'i thank You God for most this amazing' (TEXT 5) on page iv of the Insert and answer Questions 3.7 to 3.10.

3.7 Refer to lines 1 and 2.

3.7.1 Comment on the possible meaning of Cummings's use of a lowercase 'i' for himself and capital letters for 'You' and 'God' in line 1.

He does not capitalise 'i' but does capitalise 'You' and 'God'; this indicates that he sees himself as less important than God.

3.7.2 Consider the following quote about the poet:

'Cummings is known for his unique poetic style, which is marked by a **non-logical ordering of words.**'

[Source: <www.artandtheology.org>]

Discuss how this quotation is true for lines 1 and 2 and mention the effect of the non-logical word order on the meaning of these lines.

In line 1 the word order is unusual in that it is more common to say 'this most amazing'. By changing the word order he places emphasis on the word 'most'. By doing so he is saying what he is 'most' thankful for. Any one of the last two will earn credit. (They need to identify the unusual word order and then say which word is emphasised by this.)

3.8 Choose the option that most accurately describes the *tone* of stanza 1.
Answer: C

3.9 Refer to stanza 2.

3.9.1 Explain the wordplay of 'sun' (line 6).

It is referring to both the literal 'sun' that comes up each day and to Jesus, God's son.

3.9.2 Cummings chooses not to leave a space after the *semi-colon* in line 6 or after the *colon* in line 7. What does this suggest about how these thoughts occur?

They are quick, breathless, etc. No time for a pause. Any one

3.10 Refer to stanzas 1 and 3.

Quote a pair of *antonyms* that summarise all that is positive in God's creation versus all that is negative in doubting God's creation. You are required to quote only the two antonyms.

'yes' and 'no'

QUESTION 4 MAKING MEANING OF POETRY – UNSEEN POETRY

Read 'Help Yourself to Happiness' (TEXT 6) on page v of the Insert and answer Questions 4.1 to 4.5.

- 4.1 The poem is a series of five *rhyming couplets*. Choose the option that describes the *effect* of this rhyme.**

Answer: A

- 4.2 Refer to lines 3 to 6.**

- 4.2.1 The speaker says that we look for happiness in 'wealth', 'fame,' 'pleasure' and 'recognition'. What do these examples all have in common?**

They are all external pleasures, not something that will last. Any logical reference to these not being from inside yourself will get credit.

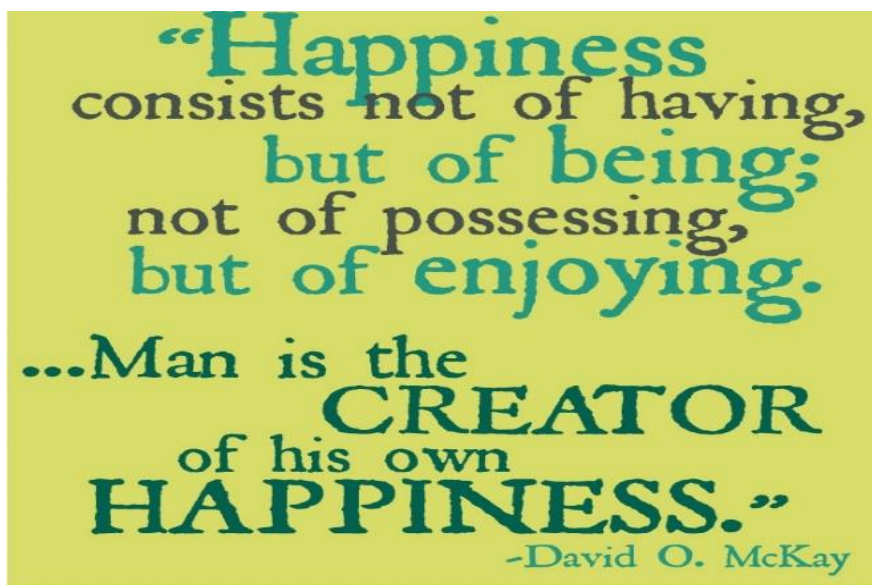
- 4.2.2 Name the sound device used in line 5.**

alliteration

- 4.3 What is your understanding of 'happiness is just a state of mind' in *line 7*? Use your own words.**

One interpretation will earn 2 marks. E.g., Happiness is something that comes from inside. (They must show that they understand that it is not from things but from our thoughts.) They should not use 'mind', rather head or thoughts or attitude.

- 4.4 Consider the quotation below, together with TEXT 6, and answer the question that follows:



[Source: <<https://i.pining.com/736x/ac/51/6f/ac516f06d09f3310963ffb15ee9bb3d>>]

Discuss to what extent Helen Steiner Rice (the poet) and David O. McKay (the author of the quotation) agree or disagree on the *keys to happiness*. Refer to and quote from both texts in your response.

MD they must refer to BOTH to get full credit.

The marks are awarded for showing understanding of the poem's message and the quote's relevance to that message.

E.g., The poem suggests that we look for happiness in 'wealth and fame' but come up short. This message is similar to the quote, in that it says that 'Happiness consists not of having but of being'. Both suggest that material goods do not make us happy.

Or The quote says that we must create our 'own happiness'. This is similar to the poem in that the speaker states that happiness is a 'state of mind', meaning that what we think is key to our own happiness. Etc. MD

1 mark for reference to the quote, 1 mark for reference to the poem, 1 mark for showing how the messages coincide.

- 4.5 Refer to lines 9 and 10 of TEXT 6.

The speaker says that we are most happy in 'making others happy'. Provide an example from your *own life*, where you show this to be *true*.

Must be a positive example showing that helping another person made them feel good. MD

SECTION D COMMUNICATIVE LANGUAGE

QUESTION 5 ADVERTISEMENT

Study the Orbit chewing-gum advertisement (TEXT 7) on page v of the Insert and answer Questions 5.1 to 5.3.

5.1 Refer to the writing: 'Don't let lunch meet breakfast.'

5.1.1 **Provide a *homophone* for the word 'meet' and use this new homophone in a sentence that shows its meaning.**

You buy meat at the butchery.

(The meaning should be CLEAR for a full mark.)

This is not clear: Meat is my favourite.

5.1.2 **How would Orbit™ help to prevent 'lunch' meeting 'breakfast'?**

It is chewing gum. It helps to flood food particles from your mouth so that when you have lunch, there are no bits of breakfast stuck between your teeth. There would no longer be the smell of breakfast in your mouth.

1 = understanding what Orbit™ does; 1 = idea of clean teeth/fresh breath/ getting rid of breakfast.

5.2 **Discuss how successful the visual is in getting the message of the advertisement across.**

Suggestion for marks: 2 marks for referring to visual and 1 mark for saying how message is conveyed or not. Possible response: The message is that Orbit cleans your mouth. MD The visual is effective because it shows a chicken (rooster) that is distraught because he has seen his 'child' (the egg). (Eggs are often served at breakfast and chicken at lunch.) No marks for YES or NO.

5.3 **Is the 'TM' (trademark) above Orbit an example of an abbreviation or an acronym?**

ABBREVIATION

QUESTION 6 CARTOON

Study the comic strip (TEXT 8) on page vi of the Insert and answer Questions 6.1 to 6.7.

6.1 Refer to frame 1.

6.1.1 Name the **punctuation mark** in: HEY!
Exclamation mark

6.1.2 **Why was the punctuation mark named in Question 6.1.1 used?**
It shows that the knight is shouting.

6.2 Refer to frame 2.

6.2.1 Choose the correct word in each case. Write only the chosen word.

The (6.2.1 (a) knight / night) is wearing a (6.2.1 (b) suite/ suit) of armour.

(a) knight

(b) suit

6.2.2 Provide the *plural form* of the following word:

princess
princesses

6.3 Refer to frame 3.

Provide *verbal* evidence to prove that the dragon (Wendy) is struggling to answer the princess.

The dragon is stuttering (P-P-P-P)

6.4 Refer to frame 5.

6.4.1 Fill in the missing degree of comparison for the following.

(a) **old, older, oldest** (Spelling counts)

(b) **nasty, nastier, nastiest** (Spelling counts)

6.4.2 Identify the function of the ellipsis in: 'Old ...'

It indicates a pause / It shows that Wendy is thinking/lying. Any one.

6.5 Refer to frame 7.

Provide *two visual* clues that indicate that the princess does *not* approve of her new suitor (the man in the metal outfit).

- her hand is up as if to say 'talk to the hand'
- Her head is shaking from side to side
- Her mouth corners are turned down
- Her eyes are closed. Any two

6.6 Refer to frame 9.

Write 'I see your heart' in *reported speech*. Begin: She exclaimed ...
She exclaimed that she saw his heart.

6.7 Explain the *irony* in the cartoon by referring to the unusual relationship between the princess and the dragon.

It is ironic that the dragon is friendly and looking out for the princess / usually the knight is the saviour, not the dragon. MD

QUESTION 7 TEXTUAL EDITING

Read the article 'Ways to be a Better Human Being' (TEXT 9) on page vii of the Insert and answer Questions 7.1 to 7.3.

7.1 Refer to paragraph 1.

7.1.1 Correct one spelling error in paragraph 1. Write only the corrected word.
exceptions

7.1.2 Change each of the following words into the *part of speech* indicated between brackets:

(a) magnet (adjective)
magnetic

(b) refrigerator (verb)
refrigerate

7.1.3 Complete the following sentence by adding a question tag.
They believe it takes more energy to be unkind, ____ ____?
don't they?

7.2 Refer to paragraph 2.

Choose the correct word in each case. Write *only* the chosen word.

7.2.1 Everybody in this world (7.2.1 (a) has/ have) (7.2.1 (b) there/ their) own issues.

- (a) has
- (b) their

7.2.2 Rewrite 'Ain't that the truth?' in a *formal* register.
Is that not the truth?

7.3 Refer to paragraph 3.

Write 'You can make a difference.' in the passive voice.

Start with: A difference ...

A difference can be **made** (by you).

Total: 100 marks