



INTERNATIONAL SECONDARY CERTIFICATE EXAMINATION
NOVEMBER 2022

ENGLISH PRIMARY LANGUAGE: PAPER I

MARKING GUIDELINES

Time: 3 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.

QUESTION 1 COMPREHENSION

- 1.1 The writer's use of 'If' suggests the conditional aspect of his invitation. If you feel the same as he, in this case 'miserable' which implies a general state of unhappiness with regards to the publication of 'world happiness reports'. An important aspect of feeling 'miserable' in this instance is that you can join his club as he also feels miserable about the publication. He is clearly opposed to the ranking of happiness reports and their publication.
- 1.2 The use of the hyphen in 'second-happiest' is to form a compound adjective as it describes 'corners'. 'war-torn' is used to describe 'countries' and because of *war-torn...countries* it is also a compound adjective.
- 1.3 The use of parenthesis in this context highlights the writer's attitude towards America: in this instance, he is dismissive and condescending towards America. He describes, as an aside through parenthesis, that Americans are dedicated to 'self-boosterism'. He also describes them as people who 'shake their heads' which suggests that they are not willing to act. Instead, they merely disagree with the findings and return to their 'political silos'.
- 1.4 The writer argues that it is not possible to have a world happiness ranking system as we, as the world, do not have a common understanding of what happiness is.

[Candidates must explain the writer's main argument in their own words. The candidates should then explore their own views about the publication of world ranking reports.]

- 1.5 The inverted commas are used to indicate an unknown word/term. The writer also indicates that the term is not his, but rather that it belongs to Aristotle.
- 1.6 The writer links 'luck' and 'happiness' because we do not have control over where we are born and that the 'luck' of where we are born is directly linked to how happy we will be. In some cases, particularly, when it comes to being born in wealth, it is easier to be happy as you have the resources to seek happiness.
- 1.7 The concept of 'meritocracy' suggests that people will be raised to the surface of leadership and happiness based on their excellence. Countries who are ranked towards the bottom of the happiness report will strive to be better and become excellent and because of their hard work, they will be higher up in future rankings. The writer suggests that it is 'simpleminded' because it is a basic and limited view as excellence does not help in this regard.
- 1.8 The writer states that Rwanda's ranking is 'No.143'. This is a fact based on the ranking system, even though he disagrees with it. The writer also claims that Rwanda is 'struggling with violence and poverty'. This might be considered as fact but because it is not provable in the context of the article, it might be suggested that this is an opinion.

[Candidates can refer to various aspects of the writer's comments about Rwanda and then decide whether or not the comments are fact or opinion with relevant justification.]

- 1.9 The writer refers to 'ranking happiness' as a 'fantasy' and he scoffs at the idea that it is an 'attainable quantity'. He believes that while it is a wonderful goal as a manner of well-being, but he does not believe that it should or can be ranked. This is central as he believes that ranking happiness means that we have 'missed the point of happiness itself'.
- 1.10 The cartoon depicts a particular view that Europe and America have taken the wealth from Africa. The shape of Africa is dug out and the wealth (gold) is heaped on Northern Hemisphere continents. The writer refers to happiness being linked to wealth and 'being born into a situation'. In the context of the cartoon, those born in the Northern Hemisphere are more likely to experience happiness because they have wealth. The irony, in this case, is that the wealth comes from Africa who do not rank highly on the happiness scale. The writer might agree with the sentiment in the cartoon as a direct link between wealth and happiness.

[Candidates must refer to both TEXT 1 and the cartoon. They need to make explicit links with references from both texts to support their answer.]

QUESTION 2 SEEN POETRY

2.1 The poet instructs the reader to 'Look back...' and this instruction then informs the reader about the fields and the process associated with the loaf of bread. The poet's intention is to inform but also to ask us to question our place in the society that is unequal (as reflected in the poem).

2.2 The poet's use of a metaphor in these lines is effective in conveying the situation. The dough is 'kneaded into mountains' depicts the effort taken to create the dough that is compared to mountains. The size and shape are evident from the description. The simile 'into pans as red hot/as Satan's cauldron' suggests the intensity of the heat and acts as a threatening space for the dough.

[Candidates must identify one of the figures of speech explicitly and then comment on its effectiveness. Candidates who do not name the figure of speech but discuss its effectiveness can achieve no more than 2 marks.]

2.3 The poet's use of 'to butter and to marmalade/for the food-bedecked breakfast table' emphasises the abundance that is evident at the breakfast. The poet uses nouns 'butter' and 'marmalade' as verbs suggesting the excess of the meal. 'food-bedecked' also creates a clear image that the table is loaded to excess with food that the food acts as a decoration to the event.

2.4 The poet shifts the tone from abundance, freedom, joy, delight to some of longing and a stark realisation of the truth, desperation. The use of 'Whilst' suggests a shift from the delight to one of reality. The poet then grounds the reader by acknowledging that 'the labourer' is the person without and acts in contrast to the previous stanzas of plenty. His fingers are 'caked with/wet cement' suggesting that he has been working and taken a moment for his meal. Similarly, his actions are described in an animalistic manner as he 'mauls a hunk' and then 'licks his lips'. His actions are the focus of the stanza where in previous stanzas the focus was on the food. He 'laughs' perhaps in an ironic manner – especially considering the allusion to the biblical saying - as he declares that 'Man can live on bread alone' and acts as a comment that perhaps if bread is all one has then one has no other choice but to survive on it.

2.5 The proverbs remind the reader that if you have bread then it means that you are in 'paradise' and do not understand the 'severity of a famine'. This links directly to the labourer's comment in 'Portrait of a Loaf of Bread' that 'Man can live on bread alone'. It suggests that at least you have something to eat and are better off than those who do not have food. The extract from 'Refugee Blues' suggests that the speaker at the meeting is not willing to allow the refugees into the country for fear that they will 'steal our daily bread'. The religious connotations of 'daily bread' is evident in both poems, but 'Portrait of a Loaf of Bread' suggests a sharing of the food, while 'Refugee Blues' refers to a lack of sharing the resources for survival.

[Candidates must refer to both poems by referring to specific quotations and linking those quotations to the proverbs. Candidates who primarily refer to one poem cannot achieve more than 2½ marks.]

QUESTION 3 UNSEEN POETRY

- 3.1 Irony refers to the contrast between one's words and one's actions. The speaker suggests in line 1 that this 'will be the last poem I write to you' and links to the title of the poem 'The Last Poem'. Our expectation is that the title and the first line are clear, and that the speaker will not write anymore poems. The irony is solidified in the second line when the speaker contradicts her claim in the first line by state 'This one, or the next one.' suggesting that the first line was incorrect. The speaker will most likely be writing another poem (or more).

[Candidates must refer to their understanding of irony and how it is evident in the first two lines of the poem. Candidates who do not use quotations to support their answers cannot receive more than 2 marks.]

- 3.2 The enjambment in lines 3–5 reveals the turmoil in which the speaker finds herself. Line 3 claims that she does not 'know how long this' and extends to line 4 with a single-word line 'Heartbreak'. The reader focuses on the word 'Heartbreak' with intake of emotion which extends to the next line as we realise that the 'Heartbreak/Will circle me round this drain'. The emotion associated with the 'Heartbreak' is not only a part of her, but it actually circles her downwards towards the 'drain'. The pain of the situation is pulling her down and is emphasised by the enjambment which reflects the pain.
- 3.3 The speaker's use of 'Not to ...' emphasises what she is doing but acts as a list of things that she should not be doing. The speaker acknowledges that she 'think[s] of you' and 'want[s] to run/Through ...' and 'want[s] to sit,/Watch ...' as part of this relationship. The addition of 'Not to ...' is linked to training herself to avoid these situations. The speaker states that she will train herself 'Not to [...] think [...] want to run [...] want to sit' as part of ridding herself of the emotional bonds with the person. The intention of these words helps the reader understand the emotional turmoil in which the speaker finds herself.
- 3.4 The speaker refers to 'finite' (meaning with an end) when referring to the poems that will be written. This suggests that the poems will come to an end at some stage. She also refers to 'infinite' (meaning without end) when talking about how she viewed their relationship. Their relationship was initially without end but because of what has happened, she now feels that the poems will end. This suggests that despite the sense of loss, she has decided that their love and the writing of these poems will end.

[Candidates must show their understanding of both 'finite' and 'infinite' and how these words reflect her decision. Candidates may imply their understanding of the words and still achieve full marks.]

- 3.5 In 'The Last Poem' the speaker reveals her emotional state and speaks about how she will write more poems. This suggests that their love has in fact not ended (at least for her) until the end of the poem when she declares 'This will be the last poem I write to you.' despite the initial sense of wanting to write more poems to the loved one. The sentiment conveyed is one of anger over the loss and regret. In 'Love's Farewell', the speaker initially claims that the lovers should 'kiss and part' and that the lover will 'get no more of me'. There is a determination in the sentiment that declares that his love is finished. The speaker, however, at the end of the poem states that the lover could 'From death to life might'st him yet recover!'. Both poems contain the sentiment of lost love and possible hopes of it being restored. Similarly, both poems reflect on the situation the speakers find themselves. The mood in 'The Last Poem' is sombre/resigned at the loss of love and the mood in 'Love's Farewell' is also resigned but then possibly switches to hopeful/questioning.

[Candidates must refer to both mood and diction from both poems using quotations. Candidates who do not reflect on both elements cannot achieve more than 2½ marks.]

QUESTION 4 CRITICAL LITERACY

- 4.1 The play on words rests with the advertiser's use of 'followers' in relation to Twitter which relies on people following other people and their Tweets. Additionally, the advertiser is using the name of the magazine, 'BOSS' meaning someone who is in charge. They are suggesting that bosses do not follow but rather they are 'leaders'. The advertiser wants to distinguish between 'followers' and 'leaders' as their primary advertising technique.

[Candidates must show an understanding of a pun and then link it explicitly to 'followers' and 'leaders'. Candidates who do not show an understanding of a pun cannot achieve more than 2½ marks.]

- 4.2 The advertiser has joined two simple sentences with a comma effectively creating a comma splice. The use of the co-ordinating conjunction 'but' would have been more effective as it adds to the contrast between 'followers' and 'leaders' that the advertising is trying to create.

[Candidates do not need to refer to the grammatical explanation of the question, but they should explore the impact/effectiveness of using 'but' to join the two sentences.]

- 4.3 The advertiser creates a contrast with the use of 'constant' and 'changing'. This contrast is a paradox as it is something that initially acts as a contradiction and then ultimately makes sense. 'Constant' implies something that does not change, but it also means something that happens continuously.

[Candidates need to refer to the paradox and cannot achieve more than 2½ marks without direct reference to the figure of speech.]

- 4.4 The advertiser positions the target market as ambitious and driven. They suggest that the target market understands the need for change and what 'worked yesterday may not be effective tomorrow'. The target market is looking to make these changes by learning 'first-hand from business leaders and heirs apparent'. These ambitious people want to know what it takes to be 'a leader of tomorrow'. They want their target market to be attracted to success (as defined by BOSS) as it is a 'dynamic' and 'global' community.

- 4.5 The advertiser's message is that society needs the readers' financial support. The field of doors suggests something that is unfinished because there is insufficient funding. The verbal details reinforce the message that the 'future won't build itself' without a 'workforce'. This lack of skilled labour means that there will not be any 'grow[th]' and the readers 'donations today' is vital. The funding will guarantee that the 'demands of future growth' will be met. The final verbal call to action is 'Donate today' which emphasises the message of the advertisement. The advertisement effectively supports the message that the country's future is at risk with the skilled workforce.

[Candidates must refer to the visual and verbal details of the advertisement and how they support the message of the advertisement.]

- 4.6 The word 'insure' is a term referring to insurance companies where one pays to 'insure' against a loss of a valuable item. In the context of the advertisement, the advertiser should have used 'ensure' meaning to guarantee the success of the workforce.

[Candidates must discuss the meaning of both words and cannot achieve more than 1½ marks if they do not identify 'ensure' as the correct word.]

- 4.7 The Rule of Three (tricolon) refers to the use of three elements in spoken or written words as part of sequence that builds up to an effective or memorable point. The advertiser's use of 'today', 'tomorrow' and 'future' satisfies the requirements to be a tricolon. The advertiser wants us to think about how our actions today, affect tomorrow and essentially, the future.

- 4.8 Labor.

- 4.9 Both **TEXT 2** and **TEXT 3** refer to the building of a workforce that is well-placed to a successful future. **TEXT 2** refers to the bosses of today and the future while **TEXT 3** refers to the predicament of society without the workforce. The world is left with unfinished doors because of the lack of the workforce. **TEXT 4** is an anti-ageism advertisement that talks about how leadership 'never gets old'. Both **TEXT 2** and **TEXT 3** refer to the workforce (as evident in **TEXT 4**) but **TEXT 3** is explicit in defining a world about the workforce. **TEXT 3** suggests that a younger, newer trained workforce is required but **TEXT 2** suggests that we can learn from former leaders who are experienced. **TEXT 2** seems to support the idea evident in **TEXT 4** that 'Leadership never gets old'.

*[Candidates must refer to the intentions in all three advertisements and critically evaluate whether **TEXT 2** or **TEXT 3** is more effective in supporting the message in **TEXT 4**. Candidates may suggest either **TEXT 2** or **TEXT 3** is more effective with justification.]*

QUESTION 5 EDITING SKILLS

- 5.1 This is a story about a small, fur-covered wrecking ball.

[Candidates achieve ½ mark per correction. Markers should not deduct marks if candidates make other mistakes in correcting the sentence.]

- 5.2 'to quickly control' should be 'to control quickly'.

- 5.3 The famished foreigner is denied its three-square meals a day and an alternative diet is quickly found; it read like an endangered species list.

[Candidates can join the sentences in any configuration on condition that it removes the misrelated participle and does not change the meaning of the sentence.]

- 5.4 The metaphor in the text is comparing the engine of a vehicle to an ecosystem. The advertiser refers to the 'mechanical ecosystem' of the vehicle. An ecosystem is a habitat that works together to produce something sustainable. Usually, ecosystems are natural, but they can be man-made and mechanical as in the context of the advertisement. It is effective as ecosystems work together and often when foreign objects are introduced (like non-genuine parts in the Honda) it affects the running of the ecosystem.

[Candidates must refer to the effectiveness of the metaphor in the context of the advertisement.]

- 5.5 'important story' or similar.

QUESTION 6 SUMMARY

Global marking, giving credit for concise and coherent sentences expressed in the candidate's own words.

Very good	Good	Average	Below average	Very weak
10	8	6½	5	3
9	7½	6	4½	2
8½	7	5½	4	1

Very Good: (10–8½)

- Candidates producing a very good summary, **which has adhered to all instructions**, will demonstrate that they can successfully select relevant information from the different parts of the texts.
- Candidates will expertly synthesise that information to suit the new context and fulfil the specific requirements of the summary task.
- **The register will be consistently appropriate to an email**, and the summary will stand alone as a successful, cohesive text.
- Expression will be excellent and will demonstrate a mastery of the language.
- Full and coherent sentences will be used resulting in a well-crafted, stylistically superior text.
- A summary in this category that exceeds the word limit can be awarded a maximum of 9 marks.

Good: (8–7)

- A candidate producing a good summary will be able to discern which aspects of the texts are relevant and will be able to synthesise these and convey them in his/her own words.
- **The summary will successfully meet most of the requirements specified in the instructions.**
- Candidates will **use the appropriate register for an email**, and this will be well sustained throughout the summary.
- The expression in such summaries will demonstrate clarity that is not evident in the average summary.
- Full and coherent sentences will be used and will be well sustained throughout the summary.
- A summary in this category that exceeds the word limit can be awarded a maximum of 7 marks.

Average: (6½–5½)

- A candidate producing an average summary will demonstrate an ability to discern which aspects of the texts are relevant and will be able to put these into his/her own words most of the time.
- **The summary might not take into consideration the most important requirements specified in the instructions.**
- There may be instances of lifting or lapses that display faulty selection, the incorrect emphasis, or difficulty with synthesis.
- **The register will mostly be appropriate for an email**, although minor lapses may occur.
- Expression will be merely competent and there may be lapses in the construction of full sentences.
- A summary in this category that exceeds the word limit can be awarded a maximum of 5½ marks.

Below average: (5–4)

- A candidate producing a below average summary will demonstrate an ability – some of the time – to discern which parts of the texts are relevant but may not be able to put this into his/her own words effectively.
- In some instances, large sections of the original texts will be lifted and reproduced.
- **It is likely that the register will not be appropriate for an email** or that the new text will not meet the requirements of the task.
- Expression is likely to be flawed but will not impede understanding.
- A summary in this category that exceeds the word limit can be awarded a maximum of 4 marks.

Very Weak: (3–1)

- Summaries in this category will show extremely limited – if any – understanding of the texts.
- This will be evident through an inability to select appropriate parts of the texts to summarise or through excessive cutting and pasting.
- **Register will not be appropriate for an email.**
- Expression is likely to be poor, impeding understanding.

NOTE:

- "Penalise" from 104 words by moving the mark to the bottom of the category (see descriptors). Write words from the descriptor to indicate your thinking.
- Stop reading at 110 words.
- Subtract 1 mark:
 - if no word count is provided, **or**
 - if an inexcusably inaccurate word count has been provided.

DESCRIPTORS FOR EVALUATING RESPONSES DETERMINED BY MARK ALLOCATION AND COGNITIVE SKILL

A 5-mark question that requires extended abstract thinking. The response demonstrates understanding, application, analysis, complex inference and/or synthesis, evaluation, or appreciation.	
Marks	Skills
5	The excellent response: - is complete and detailed, making specific reference to more than one element of the required text(s). makes insightful links between the question and the text(s). provides evidence that understanding can be transferred to a new context. integrates all elements, making connections and demonstrating a clear understanding of how the parts contribute to the whole.
4½–4	The very good response: makes specific reference to the required text(s). - makes accurate links between the question and the text(s). - provides evidence that understanding can be applied to familiar contexts. integrates the key elements, making connections and demonstrating a clear understanding of how the parts contribute to the whole.
3½–3	The average response: - refers to the required text(s) in a general way without addressing all aspects. - makes simple, underdeveloped links between the question and the text(s) - could be complete, without the required references or evidence. does not demonstrate an understanding of the significance of the whole determined (does not clarify/establish the significance of the whole).
2½–2	The incomplete response: - refers to the text(s) in a general way. - is inaccurate or simplistic. - demonstrates concrete thinking and an incomplete understanding of the elements.
1½	The very partial response: refers to the text(s). - does not answer the question because of a lack of understanding.
1–0	The inadequate response: - attempts to deal with only one aspect of the question but does so very poorly. - displays very limited understanding.

A 4-mark question that requires relational thinking. Demonstrates understanding, application, analysis, complex inference or synthesis. This answer could require evaluation or appreciation.	
Marks	Skills
4	The excellent response: - is complete, addressing all aspects of the question and drawing them together accurately. links all the ideas and provides the required evidence. - demonstrates understanding applied to familiar contexts. integrates all elements, making connections and demonstrating a clear understanding of how the parts contribute to the whole.
3½–3	The good response: - shows that the significance of each element is understood, but an aspect of the answer is not clearly explained. or - addresses each element but does not successfully link them. - is not entirely convincing and/or does not convey a clear understanding of how the parts contribute to the whole.
2½	The average response: - is multi-structural but addresses the elements in an incomplete or flawed way. does not link elements or does not demonstrate an understanding of the significance of the elements. omits or misunderstands a key element.
2	The incomplete response: - is one-dimensional, omitting more than one element. - indicates a flawed understanding of the question and/or the text.
1½	The very partial response: attempts to address aspects of the question but indicates only partial understanding.
1–0	The inadequate response: - attempts to deal with only one aspect of the question but does so very poorly. - displays very limited understanding.

A 3-mark question that requires multi-structural thinking. Demonstrates understanding, application, analysis, inferential comprehension of implied and figurative meaning.	
Marks	Skills
3	The excellent response: engages with all aspects of the question and provides the required evidence. - indicates a clear understanding of the significance of each element.
2½	The good response: - is multi-structural, but not integrated. or - is convincing but incomplete. provides evidence if required.
2	The average response: - is either one-dimensional, without sufficient evidence, or is superficial and general. - does not provide enough relevant justification. - demonstrates that the candidate understands the issue.
1½	The incomplete response: - demonstrates a flawed or incomplete understanding of what has been asked. - indicates an understanding of the text. attempts to use the text/s to answer the question, but reasoning is concrete or simplistic.
1–0	The inadequate response: indicates only partial/limited/no understanding of this aspect of the text.

A 2-mark question that requires uni-structural thinking. Demonstrates understanding and application, literal comprehension, and reorganisation.	
Marks	Skills
2	The excellent response: • is complete and accurate.
1½	The good response: • is partially complete and accurate. or • is complete and mostly accurate.
1–0	The incomplete response: • includes only one half of the required response or is inaccurate.