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GRADE 12 EXAMINATION
NOVEMBER 2020

ADVANCED PROGRAMME ENGLISH

MARKING GUIDELINES

Time: 3 hours | 300 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.

Please take note: Candidates, who do not fulfil the requirements of each question concerning the prescribed number of texts **OR** have failed to use the prescribed texts, will be penalised.

Question 1: For each missing or disqualified text a 15% penalty is incurred.
Question 2: For each missing or disqualified poem a 5% penalty is incurred.
Question 3: For each missing or disqualified text a 15% penalty is incurred.

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Level	Question 1 – Descriptor
7+	**90–100**
	A highly eloquent response that indicates academic rigour and sophistication.
	• The response can be characterised as **profoundly thoughtful and extraordinary**. • It displays **sustained, superior thinking and sophisticated reasoning**. • The candidate's **understanding of the theme and insight into the prescribed texts are superb**. • The candidate's **capacity to integrate a range of texts in a coherent way is seamless and exceptionally well-articulated**. • The argument is **highly intelligent** and makes a **substantial impact** on the marker. • The response **displays exceptional breadth and depth of interpretation of the texts** which the candidate has studied, and the candidate has **used the issues raised in the texts to articulate his/her response to the question and the theme most convincingly**. • The **candidate's personal voice is scintillating** and **his/her perspective is candid**. • The **style of writing is exceptionally engaging**. • Quotations and/or direct, exact, specific references to texts are used regularly, appropriately and very intelligently. • The structure of the essay is superior.
7–	**80–89**
	An impressive, sophisticated and distinguished essay.
	• The response is **gripping, creatively thoughtful and exceeds expectations**. • It displays **lucid thinking and reasoning**. • The candidate's **understanding of the theme and insight into the prescribed texts are distinctive**. • The candidate has been **most successful in integrating a range of texts in a coherent and sustained manner**. • The argument is **memorable and intelligent,** and it **makes an impact** on the marker. • The response **displays breadth and depth of interpretation of the texts** which the candidate has studied and **uses the issues raised in the texts to discuss his/her response to the question and the theme very successfully**. • The **candidate's personal voice is powerful**. • The **style of writing is engaging**. • Quotations and/or direct, exact, specific references to texts are used regularly, appropriately and intelligently. • The structure of the essay is distinctive.

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6	**70–79**
	A perceptive essay that is commendable and well structured.
	• The response is **effective, thoughtful, and generally very good**. • It is **underpinned by clear thinking and reasoning,** although **some lapses may occur**. • The candidate's **understanding of the theme and insight into prescribed texts are impressive**. • The candidate is **able to integrate a range of texts in the response, and the references are clear and relevant**. • The argument is **logical and thought-provoking**. • The learner **displays sufficient breadth and depth of interpretation of the texts** which he/she has studied and **has used the issues raised in the texts to reflect his/her understanding of the question and the theme clearly and articulately**. • The **candidate's personal voice is clearly evident**. • The **style of writing is effective**; the candidate's **response reads fluently**. • Quotations and/or direct, exact, specific references to texts are used regularly and appropriately. • The structure of the essay is very good.
5	**60–69**
	A proficient and skilful essay that is competent and focused.
	• The response is **thoughtful and cogent**. • There is **solid thinking and reasoning,** although this is not always sustained. • The candidate's **understanding of the theme and insight into the prescribed texts are good**. • The candidate is able to **use an integration of texts in his/her response, and the references are mostly relevant**. • The argument is **generally clear and appropriate**. • While there is **evidence of some breadth and depth of knowledge, and understanding of both the texts and the theme**, these are **not always consistent** and there are **sufficient lapses to detract from the overall quality**. • The **candidate's personal voice is in evidence**. • The **style of writing is generally good**; it reads with an **acceptable fluency**, although there are stylistically weaker areas. • Quotations and/or direct, exact, specific references to texts are not always used effectively. • The structure of the essay is good although there may be lapses in places.

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4	**50–59**
	An acceptable, satisfactory essay that has broadly responded to the question.
	• The candidate has made a concerted effort to answer the question and does **display some knowledge**, albeit superficial, of the texts. • The **thinking and reasoning displayed in the response are only mediocre,** and **not always sustained or clear**. • The response is **merely adequate**. **Insight into prescribed texts is often lacking in depth and sufficient understanding**. There is **insufficient reference to the theme**. • **Integration of prescribed texts is awkward and, at times, jarring**. **References are not always accurate**. • The argument is **not always logical, successful, or focused**. • The **breadth and depth of knowledge and understanding of both the texts and the theme are lacking in sufficiency. It is, at times, inaccurate**. • The **candidate's personal voice is not always discernible**. • The **style of writing is adequate**; however, there are stylistically weak areas. • Quotations and/or direct, exact, specific references to texts are used **either ineffectively or infrequently**. • The structure of the essay is adequate.
3	**40–49**
	An essay that attempts to engage with the question although there are lapses in places.
	• The candidate has attempted to answer the question and has tried to incorporate different texts. • The **thinking and reasoning are flawed and lack logic**. • **Insight into the prescribed texts is weak** and the candidate's **understanding is vague and very superficial**. The candidate has not made any effort to refer to the theme. • The argument is **not sustained and often deviates from the topic**. • The candidate's response **does not illustrate either breadth OR depth of knowledge**. There are **a number of inaccuracies in relation to textual reference,** and these inaccuracies have a negative impact on the candidate's response. • The candidate's response displays **superficial evidence of a personal voice**. • The **style of writing is flawed** and is characterised by **obvious weakness in basic language structures**. • The candidate does not know the texts well enough to refer to them directly. • The structure of the essay is poor.

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1–2	0–39
	An extremely weak essay that is muddled/vague OR does not engage with the text or the question.
	• The candidate does not make a concerted attempt to write about the ideas contained in the literary texts which he/she has studied. • The **quality of thinking and reasoning is wholly inadequate**. • The candidate's **response displays minimal understanding of the prescribed texts and makes no reference to the theme**. • The argument is **very fragmented** and there is **minimal focus on the topic**. • The **response is so limited** that there is **no evidence of breadth or depth** but only the most basic textual reference. • There is **no evidence of a personal voice** in the candidate's response. • The **style of writing is completely inadequate**. • The candidate does not have sufficient knowledge of the texts to refer to them in any direct way. • The structure of the essay is flawed, and generally, non-existent.

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Level	Question 2 – Descriptor
7+	**90–100**
	A highly eloquent response that indicates academic rigour and sophistication.
	• The response can be characterised as **profoundly thoughtful and extraordinary**. • It displays **sustained, superior thinking and sophisticated reasoning**. • The candidate's **understanding of the chosen schools and insight into the prescribed poems are superb**. • The candidate's **capacity to integrate the unseen poem and the prescribed poetry in a coherent way is seamless and exceptionally well-articulated**. • The argument is **highly intelligent** and makes a **substantial impact** on the marker. • The response **displays exceptional breadth and depth of interpretation of the poetry** which the candidate has studied, and the candidate has **used the issues raised in the poems to articulate his/her response to the question most convincingly**. • The **candidate's personal voice is scintillating** and **his/her perspective is candid**. • The **style of writing is exceptionally engaging**. • Quotations and/or direct, exact, specific references to poems are used regularly, appropriately and very intelligently. • The structure of the essay is superior.
7–	**80–89**
	An impressive, sophisticated and distinguished essay.
	• The response is **gripping, creatively thoughtful and exceeds expectations**. • It displays **lucid thinking and reasoning**. • The candidate's **understanding of the chosen schools and insight into the prescribed poetry are distinctive**. • The candidate has been **most successful in integrating the unseen poem and the prescribed poetry in a coherent and sustained manner**. • The argument is **memorable and intelligent,** and it **makes an impact** on the marker. • The response **displays breadth and depth of interpretation of the poetry** which the candidate has studied and **uses the issues raised in the poetry to discuss his/her response to the question and the theme very successfully**. • The **candidate's personal voice is powerful**. • The **style of writing is engaging**. • Quotations and/or direct, exact, specific references to poems are used regularly, appropriately and intelligently. • The structure of the essay is distinctive.

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6	**70–79**
	A perceptive essay that is commendable and well structured.
	• The response is **effective, thoughtful, and generally very good**. • It is **underpinned by clear thinking and reasoning,** although **some lapses may occur**. • The candidate's **understanding of the chosen schools and insight into the prescribed poetry are impressive**. • The candidate is **able to integrate the unseen poem and the prescribed poetry in the response, and the references are clear and relevant**. • The argument is **logical and thought-provoking**. • The learner **displays sufficient breadth and depth of interpretation of the poetry** which he/she has studied and **has used the issues raised in the poetry to reflect his/her understanding of the question and the theme clearly and articulately**. • The **candidate's personal voice is clearly evident**. • The **style of writing is effective**; the candidate's response reads fluently. • Quotations and/or direct, exact, specific references to texts are used regularly and appropriately. • The structure of the essay is very good.
5	**60–69**
	A proficient and skilful essay that is competent and focused.
	• The response is **thoughtful and cogent**. • There is **solid thinking and reasoning,** although this is not always sustained. • The candidate's **understanding of the chosen schools** and **insight into the prescribed poetry are good**. • The candidate is **able to integrate the unseen poem and the prescribed poetry in his/her response, and the references are mostly relevant**. • The argument is **generally clear and appropriate**. • While there is **evidence of some breadth and depth of knowledge and understanding of the poetry**, this is **not always consistent** and there are **sufficient lapses to detract from the overall quality**. • The **candidate's personal voice is in evidence**. • The **style of writing is generally good**; it reads with an acceptable fluency, although there are stylistically weaker areas. • Quotations and/or direct, exact, specific references to poems are not always used effectively. • The structure of the essay is good although there may be lapses in places.

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4	**50–59**
	An acceptable, satisfactory essay that has broadly responded to the question.
	• The candidate has made a concerted effort to answer the question and does display some knowledge, albeit superficial, of the prescribed poetry. • The **thinking and reasoning displayed in the response are only mediocre,** and **not always sustained or clear**. • The response is **merely adequate**. **Insight into the chosen schools and prescribed poems is often lacking in depth and sufficient understanding**. • **Integration of the unseen poem and the prescribed poetry is awkward and, at times, jarring. References are not always accurate**. • The argument is **not always logical, successful, or focused**. • The **breadth and depth of knowledge and understanding of the poetry are lacking in sufficiency. It is, at times, inaccurate**. • The **candidate's personal voice is not always discernible**. • The **style of writing is adequate**; however, there are stylistically weak areas. • Quotations and/or direct, exact, specific references to poems are used **either ineffectively or infrequently**. • The structure of the essay is adequate.
3	**40–49**
	An essay that attempts to engage with the question although there are lapses in places.
	• The candidate has attempted to answer the question and has tried to incorporate different texts. • The **thinking and reasoning are flawed and lack logic**. • **Insight into the chosen schools and prescribed poetry is weak** and the candidate's **understanding is vague and very superficial**. • The argument is **not sustained and often deviates from the topic**. • The candidate's response **does not illustrate either breadth OR depth of knowledge**. There are **a number of inaccuracies in relation to textual reference,** and these inaccuracies have a negative impact on the candidate's response. • The candidate's response displays **superficial evidence of a personal voice**. • The **style of writing is flawed** and is characterised by obvious weakness in basic language structures. • The candidate does not know the poetry well enough to refer to them directly. • The structure of the essay is poor.

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1–2	0–39
	An extremely weak essay that is muddled/vague OR does not engage with the text or the question.
	• The candidate does not make a concerted attempt to write about the ideas contained in the prescribed poetry which he/she has studied. • The **quality of thinking and reasoning is wholly inadequate**. • The candidate's **response displays minimal understanding of the chosen schools and the prescribed poetry**. • The argument is **very fragmented** and there is **minimal focus on the topic**. • The **response is so limited** that there is **no evidence of breadth or depth** but only the most basic textual reference. • There is **no evidence of a personal voice** in the candidate's response. • The **style of writing is completely inadequate**. • The candidate does not have sufficient knowledge of the poetry to refer to them in any direct way. • The structure of the essay is flawed, and generally, non-existent.

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Level	Question 3 – Descriptor
7+	**90–100**
	A highly eloquent response that indicates academic rigour and sophistication.
	• The response can be characterised as **profoundly thoughtful and extraordinary**. • It displays **sustained, superior thinking and sophisticated reasoning**. • The candidate's **insight into his/her chosen texts is superb**. • The candidate's **capacity to integrate a range of appropriate* texts in a coherent way is seamless and exceptionally well-articulated**. • The argument is **highly intelligent** and makes a **substantial impact** on the marker. • The response **displays exceptional breadth and depth of interpretation of the texts** which the candidate has studied, and the candidate has **used the issues raised in the texts to articulate his/her response to the question most convincingly**. • The **candidate's personal voice is scintillating** and **his/her perspective is candid**. • The **style of writing is exceptionally engaging**. • Quotations and/or direct, exact, specific references to texts are used regularly, appropriately and very intelligently. • The structure of the essay is superior.
7–	**80–89**
	An impressive, sophisticated and distinguished essay.
	• The response is **gripping, creatively thoughtful and exceeds expectations**. • It displays **lucid thinking and reasoning**. • The candidate's **insight into his/her chosen texts is distinctive**. • The candidate has been **most successful in integrating a range of appropriate* texts in a coherent and sustained manner**. • The argument is **memorable and intelligent** and **makes an impact** on the marker. • The response **displays breadth and depth of interpretation of the texts** which the candidate has studied and **uses the issues raised in the texts to discuss his/her response to the question very successfully**. • The **candidate's personal voice is powerful**. • The **style of writing is engaging**. • Quotations and/or direct, exact, specific references to texts are used regularly, appropriately and intelligently. • The structure of the essay is distinctive.

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6	**70–79**
	A perceptive essay that is commendable and well structured.
	• The response is **effective, thoughtful, and generally very good**. • It is **underpinned by clear thinking and reasoning,** although **some lapses may occur**. • The candidate's **insight into his/her chosen texts is impressive**. • The candidate is **able to integrate a range of appropriate* texts in the response and the references are clear and relevant**. • The argument is **logical and thought-provoking**. • The learner **displays sufficient breadth and depth of interpretation of the texts** which he/she has studied and **has used the issues raised in the texts to reflect his/her understanding of the question clearly and articulately**. • The **candidate's personal voice is clearly evident**. • The **style of writing is effective**; the candidate's response reads fluently. • Quotations and/or direct, exact, specific references to texts are used regularly and appropriately. • The structure of the essay is very good.
5	**60–69**
	A proficient and skilful essay that is competent and focused.
	• The response is **thoughtful and cogent**. • There is **solid thinking and reasoning,** although this is not always sustained. • The candidate's **insight into his/her chosen texts is good**. • The candidate is able to **use an integration of appropriate* texts in his/her response and the references are mostly relevant**. • The argument is **generally clear and appropriate**. • While there is **evidence of some breadth and depth of knowledge and understanding of the texts**, this is **not always consistent** and there are **sufficient lapses to detract from the overall quality**. • The **candidate's personal voice is in evidence**. • The **style of writing is generally good**; it reads with an acceptable fluency, although there are stylistically weaker areas. • Quotations and/or direct, exact, specific references to texts are not always used effectively. • The structure of the essay is good although there may be lapses in places.

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4	**50–59**
	An acceptable, satisfactory essay that has broadly responded to the question.
	• The candidate has made a concerted effort to answer the question and does display some knowledge, albeit superficial, of the texts. • The **thinking and reasoning displayed in the response are only mediocre** and **not always sustained or clear**. • The response is **merely adequate**. **Insight into the candidate's chosen texts is often lacking in depth and sufficient understanding**. • **Integration of appropriate* texts is awkward and, at times, jarring. References are not always accurate**. • The argument is **not always logical, successful, or focused**. • The **breadth and depth of knowledge and understanding of the chosen texts is lacking in sufficiency. It is, at times, inaccurate**. • The **candidate's personal voice is not always discernible**. • The **style of writing is adequate**; however, there are stylistically weak areas. • Quotations and/or direct, exact, specific references to texts are used **either ineffectively or infrequently**. • The structure of the essay is adequate.
3	**40–49**
	An essay that attempts to engage with the question although there are lapses in places.
	• The candidate has attempted to answer the question and has tried to incorporate different texts, although these are not always appropriate*. • The **thinking and reasoning are flawed and lack logic**. • **Insight into the candidate's chosen texts is weak** and the candidate's **understanding is vague and very superficial**. • The argument is **not sustained and often deviates from the topic**. • The candidate's response **does not illustrate either breadth OR depth of knowledge**. There are **a number of inaccuracies in relation to textual reference,** and these inaccuracies have a negative impact on the candidate's response. • The candidate's response displays **superficial evidence of a personal voice**. • The **style of writing is flawed** and is characterised by obvious weakness in basic language structures. • The candidate does not know the texts well enough to refer to them directly. • The structure of the essay is poor.

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1–2	0–39
	An extremely weak essay that is muddled/vague OR does not engage with the text or the question.
	• The candidate does not make a concerted attempt to write about the ideas contained in the chosen texts which he/she has studied. • The **quality of thinking and reasoning is wholly inadequate**. • The candidate's **response displays minimal understanding of his/her selected texts and makes no reference to the theme**. • The argument is **very fragmented** and there is **minimal focus on the topic**. • The **response is so limited** that there is **no evidence of breadth or depth** but only the most basic textual reference. • There is **no evidence of a personal voice** in the candidate's response. • The **style of writing is completely inadequate**. • The candidate does not have sufficient knowledge of the texts to refer to them in any direct way. • The structure of the essay is flawed, and generally, non-existent.

Please take note:

*Appropriate texts are those which are considered to be sufficiently challenging and can be considered authentic, independent choices.

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