



EXAMINATIONS COUNCIL OF ESWATINI
Junior Certificate Examination

LITERATURE IN ENGLISH

120/02

Paper 2 (Unseen Text)

October/November 2020

1 hour 30 minutes

Confidential

MARK SCHEME

{120/02}

MARKS: 20

This document consists of **8** printed pages.

Important

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which Examiners are instructed to award marks. It does not indicate the details of discussions that take place at an Examiner's meeting before marking begins.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

General Descriptors

The general descriptors are an attempt to guide examiners to an understanding of the qualities normally expected of, or 'typical' of, work in the band. They must not be interpreted as hurdle statements, and form a means of general guidance. Photostats taken from work produced in the examination will be the principal means by which we shall standardise the marking.

A. Descriptors for essay/passage-based tasks

0 – 1	The answer does not meet the criteria for a mark in the next band
2 – 3	Candidates will – Show a little awareness of ... Make some comment about...
4 – 5	Candidates will – Make straightforward points about... Show a few signs of understanding... Make a little reference to aspects of the text... Make a simple personal response to...
6 – 8	Candidates will – Make some relevant comment about... Show some understanding of... With a little support from the text/reference to language.
9 – 11	Candidates will – Candidates will – Begin to develop a response... Show understanding of ... With some detail from the text/reference to language. Begin to demonstrate an awareness of how the writer uses language.

12 – 14	<p>Candidates will –</p> <p>Make a reasonably sustained/extended response...</p> <p>Show understanding of...</p> <p>Show some thoroughness in use of text for support.</p> <p>Make some response to the way language works.</p>
15 – 17	<p>Candidates will –</p> <p>Make a convincing response...</p> <p>Show clear, sustained understanding of...</p> <p>Make careful and relevant reference to the text.</p> <p>Respond with some thoroughness/detail to the way language works.</p>
18 – 20	<p>Candidates will –</p> <p>Sustain a perceptive, convincing response...</p> <p>Demonstrate clear critical/analytical understanding.</p> <p>Show some originality of thought.</p> <p>Make much well-selected reference to the text.</p> <p>Respond sensitively and in detail to the way language works.</p> <p>Responses will be deeply rooted in the text.</p> <p>The very best will achieve all the above, with flair, imagination and sophistication in addition.</p>

GENERAL NOTES ON QUESTION 1

This question requires candidates to express what feelings are evoked in them as they read the passage. They should be able to identify moments, situations and descriptions that arouse their feelings. Feelings that will probably be expressed by most candidates include fear that the two boys are being chased by a furious bear which is clearly determined to kill them. The valiant actions of the boys as each one bravely attempts to fight off and kill the bear will be a source of much admiration for some candidates. Other candidates will express anxiety, suspense and shock as the bear corners Gerard as he sits helplessly watching certain death crawl towards him. Yet others will find it funny that instead of celebrating their triumph at being saved, Gerard faints and is saved by falling safely on the dying bear. Good candidates will be able to capture the general atmosphere of the tension created by the determined actions of the bear and the desperate actions of the boys. No doubt, the passage will ignite a wide range of feelings from the candidates.

Marks 2 – 3: Candidates will:

- show very little awareness of what the passage is about.
- may attempt some comment on what feelings they get but there will almost be nothing specific about the ways in which the writer brings out those feelings.

Marks 4 – 5 : Candidates will:

- make very few straight forward points.
- there will be an elementary understanding of the passage and some awareness of the task.
- but comments will be very minimal.

Marks 6 – 8 : Candidates will:

- show a little understanding of the passage and task.
- probably will paraphrase relevant details but not commenting on them directly.
- understanding might be seriously flawed in places.
- Comments will be sketchy and disjointed.

Marks 9– 11 : Here, there may be:

- Evidence of some understanding of the passage and task.
- clear signs that the candidate has begun to develop a response.
- ideas though are still inadequate and incomplete.
- there may be an inclination to paraphrase or to select detail without useful accompanying commentary.

Marks 12 – 14: This stage marks:

- the beginning of responses that appear complete.
- response that begin to show sensitivity towards their feelings as aroused by the writer's use of language.

Marks 15 – 17: At this stage, candidates will:

- show a clear understanding of the passage and task.
- display the ability to identify and explain the reasons for their feelings.
- be able to identify key words and expressions that bring out their feelings.

Marks 18 – 20: In this range, there should be:

- clear evidence of real engagement with the task.
- a display of an in-depth understanding and awareness of the moments and situations that arouse their feelings.

GENERAL NOTES ON QUESTION 2

Candidates are required to state what feelings they get while reading the poem. Not only are they expected to “name” the feeling, they must explain why they feel the way they do. Candidates’ feelings will mainly be for the speaker who has been left alone by his/her mother. It is clear there are challenges the speaker is facing and it is apparently the mother who has the solution to these challenges. Other candidates though, will highlight the important role and responsibilities mothers play in their homes to ensure a “comfortable” life for their families. Of course, candidates will come out with relevant and specific parts of the poem to substantiate their feelings.

Marks 2 – 3 : Here there will be:

- a vague understanding of what is happening the poem.
- very little said in response to the task.

Marks 4 – 5 : Candidates will:

- show a few signs of understanding of the poem
- display some understanding of the task.

Marks 6 – 8 : Candidates will:

- make some relevant comments about.
- have some understanding of what is happening in the poem.
- will begin to engage with the writing.

Marks 9 – 11: Here:

- begin to develop a response.
- we will see the beginning of an awareness of the effect of the poet’s words.
- ideas are still inadequate and incomplete.
- there is an inclination to paraphrase.

Marks 12 – 14: Here:

- a basic understanding of both the poem and the task will be secure.
- there will be an attempted analysis of the features of the writing.
- we will not expect a developed or convincing commentary in this range.

Marks 15 – 17: Here:

- there will be a fairly well developed attempt to show how the choice of words evoke their feelings.
- the response will be supported by well selected examples with comment on the poet’s use of language.

Marks 18 – 20: Here:

- we should expect a clearly articulated awareness of the feelings evoked.
- a convincing explanation of how these have been evoked will be made.
- the most able candidates will even display a sensitive response to the words of the poem.
- Originality of thought will be displayed.
- Much well selected reference to the text will be made.