



EXAMINATIONS COUNCIL OF SWAZILAND  
Swaziland General Certificate of Secondary Education

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LITERATURE IN ENGLISH

6875/02

Paper 2

October/November 2019

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*Confidential*

***MARK SCHEME***

***{6875/02}***

***MARKS: 20***

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This document consists of 5 printed pages.

***For general administrative matters, refer to the Handbook for Examiners.***

The syllabus aims at encouraging candidates to make some personal response in their reading. Therefore, while examiners may have legitimate expectations as to the ground most answers may occupy, we must at all times be prepared to meet candidates on their chosen ground.

Examiners will encounter a wide range of performance in this examination, and must be prepared to use the full range of marks available.

Examiners must at all times when necessary tease out what a candidate might be trying to say to us. This is a literature not a language examination. We must recognize that it is possible for a candidate whose technical command of language is limited, but who still manages to communicate an understanding, to receive high marks. Nor should we reward fluency and display of literacy terms if we find little or no evidence of such understanding. We are looking for and assessing literacy response, not language skills.

Prescriptive notes are not provided because that is to suggest that we can have a fixed idea at this stage of how these passages will work – and this is an unseen exercise, and not a pretested one. The Photostats of the range of candidate answers circulated for discussion at the co-ordination meeting will be central to deciding appropriate levels of expectation for response to the passage.

It is vital that examiners are constantly aware that this unseen work – we should not be overcritical of an occasional false note or misunderstanding. The approach is embodied in the grade band descriptors. The passage offers ample opportunity for candidates to respond to mood and atmosphere; candidates who, in addition to grasping the central content of the passage, can demonstrate an appreciation of the valid qualities will be rewarded highly. A perception of the literary qualities of a piece of writing seen for the first time, and a sensitive and well-expressed response to its force, constitute a very considerable achievement, and must be rewarded accordingly.

## Marks and band descriptors

Award a mark out of 20, in line with the following table (and in the light of coordination meeting discussion). These general descriptors are an attempt to guide examiners to an understanding of qualities normally expected of or 'typical' of work in the band. They must not be interpreted as hurdle statements. **The Photostats of a sample range of work produced in the examination, as discussed at the coordination meeting will be the principal means by which we shall standardize the marking.**

Band 1	0 - 1	The answer does not meet the criteria for Band 2
Band 2	2 - 3	Candidates will – show just a very little awareness of ....
Band 3	4 - 5	Candidates will – make a few straightforward points about ....
Band 4	6 - 8	Candidates will – make straightforward points about ... show some understanding of ....
Band 5	9 - 11	Candidates will – begin to develop a response ..... show some understanding of ....
Band 6	12 – 14	Candidates will – make a thoughtful response .... show reasonable understanding of ... show a little awareness of the way language works ....
Band 7	15 - 17	Candidates will – make a considered, sustained response ... show clear understanding of .... respond sensitively to the way language works .....
Band 8	18 - 20	Candidates will – sustain a perceptive, convincing response ... show extensive understanding .... respond sensitively to the way language works....

### General notes on Question 1

There is in this passage both a continuous build –up of panic and a sense of desperation; Isabella comes home to discover the house empty and most devastating is that her baby is gone too. Her frantic search through the apartment causes a lot of panic as she realises that it has been cleaned out. This will make the reader to sympathise with her loss. An almost complete range of emotions could be expressed by the candidates, ranging from terror, hate, and the horror at the prospects that Isabella might never see her child again. Better candidates will select and explore the richness of the writer’s use of language.

**Marks 0-1:** The candidate has written something, but almost nothing of relevance.

**Marks 2-3:** Candidates will likely remark that the text is about a women who comes home to find her house empty and that there is panic and desperation. Neither of these comments require a reading of the text, hence the question refers to that. There could be some summary or paraphrase but not specific to the text or the question.

**Marks 4-5:** In this band, we might expect a few candidates to remark that this passage is about a mother who comes home to an empty house .Both her baby and nanny are gone. What is left are empty cupboards and drawers where clothes used to be, but in general in this band, candidates will not offer a lot more than the previous band.

**Marks 6-8:** Candidates who end up here might offer vague or indirect suggestions that they moved or afraid for the mother but are unlikely to attempt to explain why this is so.

**Marks 9-11:** Here, candidates will begin to develop a response to explain not only why the passage makes them panic and afraid, but will also say how this is shown in the passage. Although the attempt will not be particularly successful or convincing.

**Marks 12-14:** Understanding of the passage here will be secure, and some efforts will have been made to explain how the writer uses language, but the response is likely to be list-like and partial, with some points left undeveloped. Points will be made but not shaped into coherent whole.

**Marks 15-17:** Candidates in this band will write at length, suggesting some ways in which, for example, the writer’s structure or choice of words has manipulated the reader’s response .The insights might be no more than expected by a capable student, but there will be thoroughness in the way the points are developed.

**Marks 18-20:** Candidates will explore in some detail the way in which the writer creates the atmosphere of panic and desperation and the emphasis on the moments and words or phrases that engineer the reader’s response. There will probably be some originality of thought.

## General notes on Question 2

This poem is about a young Aboriginal girl. She is pouring her heart out about how the tribal laws have condemned her to be the wife of an old man. In the poem she describes the old man as 'joyless' and 'old' and that automatically destroys all her hopes of smiles, and happiness that a young person dreams of. She describes her future in terms of the colour; brown, just like the old man. This denotes lifelessness and misery. She concludes her misery by comparing her lost young life to that of happy small birds. Their shrill noises of gladness as they mate are the direct opposite of the noise she makes as she drowns her grief in tears. The situation should arouse a lot of emotions from the candidate. They are expected to spell out the emotions instead of just saying they are emotional. For instance anger, sympathy etc.

**Marks 2-3:** Candidates will show little awareness of what the poem is about. They may narrate some parts of the poem, showing little awareness of how this has been communicated. There may be clear and significant errors of understanding

**Marks 4-5:** Candidates will show very little awareness of the pain and misery the persona feels. There may be a few disjointed comments about the text but mostly the answers are likely to be brief and contain much copying out of misunderstanding.

**Marks 6-8:** There will be some understanding of what the persona is going through and this will reflect on the candidates' feelings. Candidates may explain rather too much in the words of the poem or paraphrase the poem. There will virtually be no analysis of the way the speaker has communicated her feelings. There may be errors of understanding.

**Marks 9-11:** Candidates will begin to develop a response, i.e. .There will be a clear signs that they appreciate one or two reasons why the persona is feeling so emotional about the marriage. There may however be flaws in understanding and an inclination in to paraphrase or select detail without useful accompanying commentary. An attempt will be made to comment on the language, but will not be convincing in this mark range

**Marks 12-14:** Candidates will show a clear understanding of what the poem is about i.e. the emotions that the persona is going through. There will be an attempt to develop an extended response with careful, relevant comments for support. They will respond somewhat to the way the language works.

**Marks 15-17:** There will be well developed attempts to show how the anger, horror, and bitterness is shown by the persona in the poem. Candidates will produce a convincing response. They will show a clear and sustained understanding of the poem with carefully selected and relevant references. There will be some detail to the way the language works. At this point, the comparison between the girl and the small birds will be evident

**Marks 18-20:** Candidates will demonstrate an awareness of how the persona's emotions develop from anger to horror and bitterness about her situation. They will demonstrate a clear and critical understanding of the poem, showing originality of thought. They will also respond sensitively and in detail to the way the language works. Responses will be deeply rooted in the text. The very best candidates will achieve all the above with flair, imagination and sophistication.