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Grade 7 English HL · Language Practice · Paper 6 — Marking Memorandum

MARKING GUIDELINES · NOT FOR DISTRIBUTION TO LEARNERS

Total Marks: 32

Grade: 7 Subject: english · Language Practice

These marking guidelines are for teacher use only.

Award marks for correct meaning. Half marks (½) may be awarded for partial answers.

Q	Answer / Marking Points	Marks
1	✓ B) To inform readers about the dangers of false information	
2	✓ The subordinate clause ("and saw a post claiming that a local politician had resigned") provides additional information about what Khanyisa saw while scrolling, or: it explains the consequence or observation that followed her action.	
3	✓ Misleading information about the water shortage in Cape Town was shared by Faried without checking the source. / Misleading information about the water shortage in Cape Town without checking the source was shared by Faried.	
4	✓ Three errors: "celebrety" (should be "celebrity"), "rapidily" (should be "rapidly"), and "compleetly" (should be "completely").	
5	✓ It lacks specific detail / It is too vague / It does not explain what misinformation is or why it is dangerous / It does not identify key points or consequences of misinformation. (Accept any ONE valid reason.)	
6	✓ Compound sentence (because it contains two independent clauses joined by "so," which is a coordinating conjunction).	
7	✓ The journalist, who investigated the misinformation campaign, WAS shocked by how many people believed the fake report. (The subject is singular "journalist," so the verb must be singular "was.")	
8	✓ B) "How Fake News Spreads Faster Than Truth: A Deep Investigation" (This shows critical analysis and investigative journalism rather than neutral or superficial reporting.)	

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9	✓ "however" (or "but" in the semicolon construction; either shows the contrast between Rohan's claim and the fact-checkers' proof).
10	✓ A false story about a school closure in Soweto spread to thousands of people within hours, causing panic before the school could deny it. (Accept any ONE-sentence summary that captures the main idea: false story + rapid spread + panic/harm.)
11	✓ On social media, misinformation spreads quickly among young South Africans and damages public trust. / Misinformation spreads rapidly on social media platforms used by South African youth, harming public trust. (Accept any concise version that removes redundancy and wordiness.)
12	✓ Yes, this is a strong opening because it provides both a clear claim ("companies should be responsible") and a logical reason that can be debated and supported with evidence. / Yes, it is strong because it is specific, debatable, and provides reasoning. / No, it could be stronger if it included a concrete example or statistic.
13	✓ Errors: "has" should be "have" (plural subject "residents"); "recieved" should be "received"; "witch" should be "which"; "Coastal Town" should be lowercase or removed for style. Corrected version: "Fake News Storm Over Coastal Town -- Residents in Sea Point have received false alerts about beach closures, which spread panic among fishermen and tourists."
14	✓ This example demonstrates the importance of critical thinking because Tinyiko traced the false post to its satirical source, which most people did not do. The extract shows that without checking sources and understanding context, people spread misinformation without verifying it first. Thousands of people shared the post as real news simply because they did not question its origin or accuracy. This proves that young social media users must think critically before sharing, and that misinformation travels faster than corrections. Critical thinking skills help people identify fake news and prevent its spread. (Accept any paragraph that: identifies the source-tracing as critical thinking / explains why most people failed to do this / links the example to the broader lesson about verification / uses evidence from the extract.)

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15	✓ Young people who lack media literacy or fail to verify sources before posting are at higher risk of sharing misinformation on social media, and they should receive education in critical thinking to prevent this. / Some social media users, including young people, spread misinformation unintentionally; platforms and educators should teach digital literacy to reduce false content. (Accept any rewrite that: replaces absolute language with conditional or evidence-based language / specifies HOW or WHY young people might spread misinformation / suggests a solution or nuance rather than a blanket restriction / maintains focus on misinformation without unfair stereotyping.)

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