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Grade 8 English HL · Language Practice · Paper 3 — Marking Memorandum

MARKING GUIDELINES · NOT FOR DISTRIBUTION TO LEARNERS

Total Marks: 39

Grade: 8 Subject: english · Language Practice

These marking guidelines are prepared for teacher/examiner use only.

Credit valid alternative responses where meaning is correct.

Q	Answer / Marking Points	Marks
1	✓ His vote was cast at the polling station in Polokwane by Keamo. (Alternative: The vote was cast at the polling station in Polokwane by Keamo.)	
2	✓ OPINION (The word "most important" is a value judgment; it cannot be measured objectively.)	
3	✓ participation / decision (Accept either; both are valid nominalizations from the context.)	
4	✓ It has a positive connotation, suggesting strength, control, and agency. It implies that voting gives people a sense of power and influence over their circumstances.	
5	✓ Many (It is the object of the preposition "For"; "South Africans" is the object of the preposition "of"--accept "South Africans" if the learner identifies the nested prepositional phrase.)	
6	✓ If Ruan understood why voting matters, he would vote. (Alternative: If Ruan were to understand why voting matters, he would vote.)	
7	✓ It connotes that the promises are insincere, empty, and lacking genuine substance or worth. It suggests deception and unfulfilled commitments.	
8	✓ Three errors:■- "have" ? "has" (subject-verb agreement: "Every citizen" is singular)■- "allow" ? "allows" (subject-verb agreement: "Voting" is singular)■- "want" ? "wants" (subject-verb agreement: "she" is third person singular)	

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9	✓ The repetition creates emphasis and emotional resonance. By repeating "your voice matters," the author reinforces the key message, making it memorable and persuasive. The repetition also addresses the reader directly ("your"), making the argument personal and more likely to motivate action.
10	✓ Denotation: the literal meaning--the act of selecting between options. Connotation: the emotional/cultural meaning--freedom, power, agency, and democratic participation. In this context, "choice" suggests not just selection but also liberation and personal influence over one's future.
11	✓ B (This uses "were" (subjunctive) in a contrary-to-fact conditional, indicating a hypothetical, non-real situation.)
12	✓ Every learner must consider the importance of voting. (Alternative: Every learner should carefully consider the importance of voting. Accept answers that use imperative verbs like "consider," "understand," "recognize," or modal verbs like "must" that strengthen persuasive tone.)
13	✓ The argument commits a hasty generalization or sweeping generalization: it claims all politicians never keep promises based on a pattern, without acknowledging that some politicians may have fulfilled promises or that voters have other reasons to participate in democracy beyond politician accountability.
14	✓ Using the nominalization "duty" elevates the concept, making it sound more formal, serious, and morally binding than the verb "do." It shifts the tone from action-based to principle-based, suggesting that voting is not optional but an obligation rooted in values. This creates a stronger persuasive effect than simply stating "we must do."
15	✓ The metaphor equates a vote with a voice, suggesting that voting is how citizens communicate their needs and beliefs to those in power. It reinforces the argument by making voting feel personal and essential--without voting, the metaphor implies, citizens are silenced. This connects voting directly to self-expression and agency, making participation feel urgent and meaningful.

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16	✓ Text A shows potential bias. The journalist's age (70) and the unsupported claim ("don't care") suggest a generalization based on stereotype rather than evidence. Text B is more objective because it provides specific, measurable data (45% youth voter turnout) from an authoritative source (election commission), not opinion. The bias in Text A lies in its sweeping claim without supporting facts; Text B counters this with concrete evidence.

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