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Grade 8 English HL · Language Practice · Paper 4 — Marking Memorandum

MARKING GUIDELINES · NOT FOR DISTRIBUTION TO LEARNERS

Total Marks: 50

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	✓ The role of women in the 1956 anti-pass march was studied by Priya and Rohan for their history project. (Accept: variations with clear passive construction)	
2	✓ (c) suppress	
3	✓ Subject: she | Finite verb: felt (Accept: "When Gadija read..." as subject clause; finite verbs: read, felt)	
4	✓ Liezel said that the women who had participated in the march had demonstrated remarkable bravery. (Accept: variations maintaining tense shift and reported speech structure)	
5	✓ Khanyisa watched the documentary about 1956, and she learned about Nathi's grandmother who marched in Soweto. (Accept: "has learned" if present perfect used consistently)	
6	✓ (b) If Marlon were there, he would understand the significance.	
7	✓ Corrected paragraph:■"The 1956 anti-pass march was a turning point in South African history. Women like Nomsa and Refilwe were determined to challenge unjust laws. They marched peacefully, and the government responded with violence. The women's courage has inspired many generations. Sofia analysed the events and wrote a powerful essay about their legacy."■Errors: were ? was | was ? were | respond ? responded | womens' ? women's | writed ? wrote	
8	✓ that (Accept: which)	

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9	✓ Accept any response that identifies a character undergoing transformation as a result of witnessing or participating in the march, showing understanding of turning points in narrative structure. Example: "A novelist could use the march to shift a protagonist from passive acceptance to active resistance, symbolising her internal awakening."
10	✓ Accept any complex sentence combining all three ideas with clear subordination. Example: "When the women arrived at the Union Buildings carrying no passes, their silent protest shocked the nation." (Accept: other grammatically correct complex structures)
11	✓ Accept: This uses characterisation/internal conflict (or indirect characterisation). The effect reveals the historical tension between personal relationships and political conscience, creating reader empathy for the protagonist's dilemma. (Accept: similar explanations identifying the technique and its effect)
12	✓ In the critical essay about women's resistance, the author highlighted how Lesego's character development reflected real historical events. (Accept: other clear noun substitutions for "it")
13	✓ Device: Anaphora (or rhetorical questioning/antistrophe). The repetition of "Was there..." creates emotional urgency and emphasises the desperation women felt, building intensity to reinforce the injustice they faced. (Accept: "Rhetorical questions" if effect is explained)
14	✓ Accept a well-structured summary including: historical context of pass laws, significance of 20 August 1956, key female figures/characters, themes of resistance/agency, and how the novel develops these through characterisation or narrative structure. Minimum 4 sentences with clear connection to women's role.

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15	✓ Corrected extract:■"The women's participation in the 1956 march represents one of the most significant moments in South African history. The author, through characters like Nandi and Celeste, illustrates how personal struggle intersects with collective resistance. This novel demonstrates that historical events don't happen in isolation; they emerge from the courage of ordinary people. The writer's use of symbolism--such as the burning of passes--powerfully conveys the women's emotional transformation. Readers who engage with these complex narrative structures gain insight into the past."■Errors: womans' ? women's | moment ? moments | characteres ? characters | intersect ? intersects | demonstrate ? demonstrates | doesnt ? don't | simbolism ? symbolism | womens ? women's | narritive ? narrative | gained ? gain
16	✓ Accept a structured comparison (5-6 sentences) that: identifies two distinct characters and their different responses to the march, explains the reasons for their different choices, analyses how their contrasts reveal authorial message about female agency, uses textual evidence, and concludes with insight into the author's broader perspective on women's resistance. (Minimum 5 sentences required)
17	✓ Accept a thesis statement that includes: a clear central claim about how narrative perspective reveals female empowerment during the 1956 march, reference to at least one literary technique (e.g., first-person narrative, focalisation, symbolism, dialogue), and connection to the historical significance of the event. Example: "Through the use of multiple female perspectives, the author reveals how the 1956 anti-pass march functioned as a catalyst for women's self-discovery, transforming them from silenced subjects into active agents of social change." (Accept: other well-constructed thesis statements meeting the criteria)

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