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Grade 8 English HL · Language Practice · Paper 5 — Marking Memorandum

MARKING GUIDELINES · NOT FOR DISTRIBUTION TO LEARNERS

Total Marks: 40

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	✓ Nomsa marched through the streets of Soweto carrying a protest banner.	
2	✓ "womyn's" (should be "women's") AND "unprecidented" (should be "unprecedented") -- accept either; if student identifies both, full credit.	
3	✓ Interrogative sentence (or: question).	
4	✓ Severe, brutal, oppressive, fierce, strict (accept any appropriate synonym).	
5	✓ Defiance means bold refusal to obey or resist authority. Sentence example: "The women's defiance of the pass laws inspired thousands across South Africa." (Accept any contextually accurate sentence using "defiance.")	
6	✓ Corrections:■- "was" ? "were" (plural subject)■- "determind" ? "determined" (spelling)■- "Dont" ? "Don't" (contraction)■- "diference" ? "difference" (spelling)■- "womens" ? "women's" (possessive)■- "growed" ? "grew" (irregular verb)■- "were" ? "was" (singular subject "message")■- "powerfull" ? "powerful" (spelling)■(Student must identify and correct 5; accept any 5 of these 8 errors for full credit.)	
7	✓ Aisha participated in the march because she wanted to fight for her rights. (Or: Since Aisha wanted to fight for her rights, she participated in the march. Accept any complex sentence with subordinate clause showing clear cause/effect or reason.)	
8	✓ Error: "their" is ambiguous/incorrect with singular "each." Correction: "Each of the women--Sameera, Chloe, and Nkhensani--brought her own experience to the protest." (Or: "...brought their own experiences..." if pluralizing the noun.)	

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9	✓ Technique: Symbolism, flashback, first-person narrative, or dialogue. Example: "An author might use symbolism (e.g., the pass books as chains) to convey the oppressive weight of the laws and elevate the emotional significance of resistance."
10	✓ Marco declared firmly that the pass laws were unjust. Nuraan responded with equal conviction that they would not be silenced. (Accept any grammatically correct reported speech conversion.)
11	✓ The women's participation in the 1956 anti-pass march represented a pivotal moment of collective resistance against systemic racial oppression, establishing female activism as central to the anti-apartheid struggle. (Accept any one sentence using academic register and addressing significance.)
12	✓ Device: Rhetorical question. Effect: It challenges the listener/reader to confront injustice and creates urgency; it implies that the answer is self-evident and demands action.
13	✓ This reveals that the women understood their struggle as intergenerational and collective rather than individual. They recognized that their resistance served a larger historical purpose--establishing rights and dignity for future generations--which demonstrates strategic, forward-thinking activism and deep commitment to systemic change.
14	✓ The women's role in 1956 was significant because they undertook actions that challenged prevailing societal expectations about female political participation. (Or: The women's role in the 1956 anti-pass march was crucial because they engaged in resistance that defied widespread assumptions about women's capacity for political activism. Accept any rewrite that corrects grammar, removes colloquialisms, and adopts academic tone.)
15	✓ In a comparative essay, students should provide two distinct analytical points. Example:■- Point 1: Author A may characterize female protesters as inherently nurturing and protective of family, emphasizing emotional motivations, while Author B portrays them as strategic political agents driven by ideological conviction, thereby foregrounding agency and intellect.■- Point 2: Author A's perspective might emphasize victimization and suffering under the pass laws, while Author B celebrates female leadership and decision-making power within the movement.■(Accept any two clearly differentiated points that address authorial perspective and character representation.)

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