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Grade 8 English HL · Language Practice · Paper 6 — 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	✓ Keamo studied the effects of drought on maize crops in the Free State.	(1)
2	✓ "experiance" (should be experience) and "profund" (should be profound)	(1)
3	✓ Adjective	(1)
4	✓ Because the rainfall decreased, Nomsa's harvest failed. / When the rainfall decreased, Nomsa's harvest failed. / Since the rainfall decreased, Nomsa's harvest failed.	(2)
5	✓ Farmers across South Africa are addressing the climate crisis. / Farmers across South Africa have been addressing the climate crisis.	(2)
6	✓ "who live in the Cape" is the subordinate clause.	(2)
7	✓ Climate change affects farming in Limpopo, and farmer Murendeni has struggled with unpredictable weather patterns and low yields. (Corrections: "Climate" capitalized; "effect" ? "affects"; "limpopo" ? "Limpopo"; "have" ? "has"; "unpredictible" ? "unpredictable"; "yeilds" ? "yields")	(3)
8	✓ The commas separate a series of related items (water shortages, irrigation challenges, unpredictable seasons) that are all experienced by the farmers. They also set off an appositive phrase.	(2)

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9	✓ "Each of the learners at the township school submitted his essay on drought, but Tinyiko forgot his." (The pronoun must be singular to agree with "each"; however, acceptable modern usage allows "their" with inclusive intent: "Each of the learners at the township school submitted their essay on drought, but Tinyiko forgot his.")	**(2)**
10	✓ (B) "Climate change poses significant threats to South African agricultural productivity, particularly in arid regions."	**(2)**
11	✓ Although Deven predicted that the drought would worsen, the government was slow to act. Changing climate patterns had already affected crop yields in Chatsworth. Water conservation measures were not implemented quickly enough. (Acceptable variations: Any logical division into 2-3 sentences that maintains meaning and improves readability.)	**(3)**
12	✓ Interior monologue would be most effective because it directly reveals the farmer's private thoughts and emotional turmoil, making the reader experience the psychological impact of crop failure firsthand. (Accept dialogue or description if justified with equal clarity and depth.)	**(3)**
13	✓ Despite implementing multiple adaptive strategies--including drought-resistant seeds, drip irrigation, government grants, expert consultation, and careful monitoring--Marco still experienced a 40% crop loss due to unpredictable weather in Limpopo. (Acceptable variations: Any single sentence that captures Marco's effort, the range of measures, and the disappointing outcome.)	**(3)**
14	✓ (B) "Climate change affects different regions unequally; smallholder farmers in townships face greater vulnerability than commercial farmers with resources."	**(3)**
15	✓ This sentence is problematic because it uses absolute language ("completely," "nobody"), makes sweeping claims without evidence, lacks academic tone, and contains hyperbole unsuitable for formal essay writing. Rewrite: "Climate change has significantly impacted South African agriculture, particularly affecting smallholder farmers and those in vulnerable regions who lack resources for adaptation."	**(4)**

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16	✓ A novelist would present climate change's impact through narrative and character experience, using vivid, emotional language and personal stories (e.g., a farmer's struggle in a drought) to engage readers emotionally. A scientist would use data, measurable evidence, statistical analysis, and technical terminology to explain causes, effects, and patterns objectively. The novelist's purpose is to evoke empathy and understanding; the scientist's is to inform and explain. Both approaches are valid but serve different audiences and achieve different goals. (Accept variations that address tone/style, evidence type, and purpose clearly.)	**(5)**

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