Downloaded from Stanmorephysics.com

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH HOME LANGUAGE P1

NOVEMBER 2019

MARKS: 70

TIME: 2 hours

This question paper consists of 12 pages.

Copyright reserved

Downloaded from Stanmorephysics.com

INSTRUCTIONS AND INFORMATION

1. This question paper consists of THREE sections:

   SECTION A: Comprehension (30)
   SECTION B: Summary (10)
   SECTION C: Language structures and conventions (30)

2. Read ALL the instructions carefully.

3. Answer ALL the questions.

4. Start EACH section on a NEW page.

5. Rule off after each section.

6. Number the answers correctly according to the numbering system used in this question paper.

7. Leave a line after each answer.

8. Pay special attention to spelling and sentence construction.

9. Suggested time allocation:

   SECTION A: 50 minutes
   SECTION B: 30 minutes
   SECTION C: 40 minutes

10. Write neatly and legibly.

Downloaded from Stanmorephysics.com

SECTION A: COMPREHENSION

QUESTION 1: READING FOR MEANING AND UNDERSTANDING

Read TEXTS A and B below and answer the questions set.

TEXT A

THE RISE OF THE MACHINES

The Rise of the Machines: Are we ready to participate in the Fourth Industrial Revolution, or be crushed by it?

1 Machines are learning so fast, and processing so much big data, that humans can only be seen as deficient. When talking about the Fourth Industrial Revolution as personified through artificial intelligence (AI), we generally refer to the symbiotic[1] relationship between man and machine.

2 A recent study demonstrated that all smart gadgets are built and designed to relay all information back to the manufacturer. Besides the fact that every device needed to have its own password and security features, one common thing the study found was that every device reported back to its manufacturer on how it was being used by the recipient client.

3 Now, you may think, what's the harm in that – but when your dishwasher informs on you and what products you generally tend to use, this provides valuable intelligence on what products you should be exposed to, where you should shop for it and why it would be better to use and purchase specific products.

4 Researchers of the Fourth Industrial Revolution remind us that artificial intelligence has already been weaponised. We now have smart bombs and missiles which cannot only see the target toward which they are flying but also whether to take the decision to kill or not. Yes, you heard me, to take the decision to kill or not. In the past, in order to have a measure of control over the machines, we humans insisted that all kill decisions must and can only be made with human participation. Increasingly now, they say, military personnel are insisting that such decisions must be made by the machine. They argue that more precise information or data will be processed and as such a more informed decision would be made, taking all variables into consideration – much more than a human being could process. Also, this would greatly reduce fatality rates and collateral damage, or so they argue.

5 I have a friend in London who works at Google. His sole purpose at work is to develop a 'kill switch' for robots and machines. 'Why?' you might ask. Because when the robots and machines go berserk – and some will – we need to neutralise them. Imagine a military drone going haywire and deciding to fire its payload into civilian-populated areas? Or a self-driving car deciding that it mathematically makes more sense to kill an aged person instead of a young life inside the vehicle? This set of moral and ethical dilemmas is another area humans have not yet solved.

Downloaded from Stanmorephysics.com

6 We're already finding ourselves unable to control certain functions, which we have completely outsourced to machines. They are outsmarting human beings because they can retain and process vast amounts of information. Consequently, the machines will see us as being sick, having a digital malfunction and in the end, in desperate need of repair or deletion.

7 Then there are the labour implications of the revolution. It's all too easy to say we must prepare for the eventuality of job losses and retrain ourselves to be employable in the digital age. But this is more easily said than done. A closer examination of the issue suggests that the only real jobs protected from a complete overhaul by machines are the creative ones – the current elite will have job security while blue-collar workers will be threatened by huge job losses due to machines.

8 There is also the inescapable puzzle of what to do about the 'rights' of robots: should they be unionised to avoid exploitative practices? Just because they can work non-stop does not mean they are not entitled to regular upgrades, maintenance and cleaning. Should the machines pay tax, as proposed by Bill Gates, because one of the obvious negatives when they take over is that there will be a reduction in taxpaying people? These are all issues that deserve our attention if we are to make a success of this industrial revolution.

9 Critical to the success of the industrial revolution is the undisputed need for a constant supply of electricity, without which we cannot have satellite communication to keep smart devices working, fibre connectivity and so much more. How do we guarantee participants in this revolution when South Africa has such unreliable electricity grids?

10 Whilst driving at night in Johannesburg, we see corporate buildings lit up like Christmas trees – there is no regulation that says only one or two floors' lights may be on and the rest must have day-night switches. If we cannot even get such a simple thing right, what's to say we'll be ready to be participants in the Fourth Industrial Revolution? Or has the revolution already passed us by and we're oblivious to the fact that as usual, we are already subjects of it?

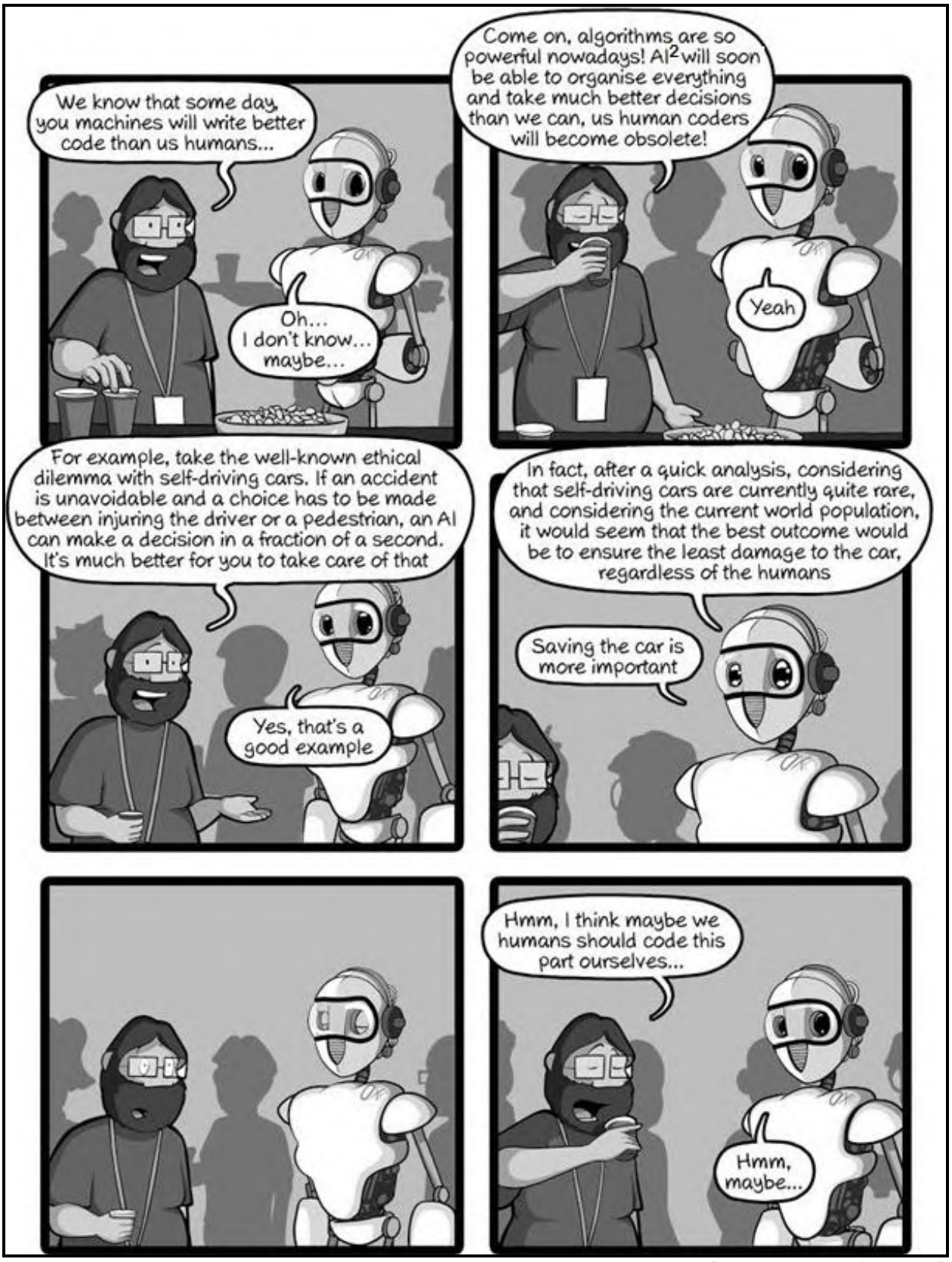
[Source: *Daily Maverick*, 28 August 2018]

GLOSSARY:
[1] symbiotic – interdependent/mutual

AND

Downloaded from Stanmorephysics.com

TEXT B



[Source: www.twitter.com]

GLOSSARY:

[2] AI – Artificial Intelligence

Downloaded from Stanmorephysics.com

QUESTIONS: TEXT A

1.1 What is the function of the rhetorical question in the by-line, 'The Rise of the Machines … be crushed by it?' (2)

1.2 Refer to lines 1–2: 'that humans can only be seen as deficient.'

Explain why human beings could be viewed as 'deficient'. (2)

1.3 Discuss the apparent contradiction with regard to using password protection in paragraph 2. (2)

1.4 Refer to paragraph 3.

Discuss the importance of 'valuable intelligence' in the context of paragraph 3. (3)

1.5 Suggest reasons for the writer's inclusion of the aside, 'you heard me' (line 18). (3)

1.6 Comment on the irony implicit in paragraph 6. (3)

1.7 Refer to paragraphs 7 and 8.

Comment on the implications of the Fourth Industrial Revolution. (3)

1.8 Refer to paragraphs 9 and 10.

In your opinion, is the writer's viewpoint in paragraphs 9 and 10 convincing? Motivate your response. (3)

QUESTIONS: TEXT B

1.9 Explain how the setting of TEXT B depicts the relationship between the two characters. (2)

1.10 Critically discuss how the priorities of EACH of the characters convey his differences. (3)

QUESTION: TEXTS A AND B

1.11 In your view, does TEXT B support the views expressed in paragraph 4 of TEXT A?

Justify your response with close reference to both TEXT A and TEXT B. (4)

TOTAL SECTION A: 30

Downloaded from Stanmorephysics.com

SECTION B: SUMMARY

QUESTION 2: SUMMARISING IN YOUR OWN WORDS

TEXT C provides insight into censorship of the internet by governments around the world. Summarise, in your own words **the political censorship of the internet.**

NOTE:
1. Your summary should include SEVEN points and NOT exceed **90 words**.
2. You must write a fluent paragraph.
3. You are NOT required to include a title for the summary.
4. Indicate your word count at the end of your summary.

TEXT C

GOVERNMENTS GAG THE NET

As the internet continues to gain considerable power and agency around the world, many governments have moved to regulate it. And where regulation fails, some states resort to internet shutdowns or deliberate disruptions.

The justifications for such shutdowns are usually relatively predictable. Governments often claim that internet access is blocked in the interest of public security and order. In some instances, however, their reasoning borders on the curious if not downright absurd.

Whatever their reasons, governments have three general approaches to controlling citizens' access to the web. The first and probably the most serious is where the state completely blocks access to the internet on all platforms. It's arguably the most punitive, with significant social, economic and political costs. The financial costs can run into millions of dollars for each day the internet is blocked, damaging businesses, discouraging investments, and hindering economic growth. The second way that governments restrict internet access is by applying content-blocking techniques. They restrict access to particular sites or applications. This common strategy is usually targeted at social media platforms. The idea is to stop or limit conversations on these platforms. Governments argue, for example, that social media platforms encourage the spread of rumours which can trigger public unrest. The third strategy, done almost by stealth, is the use of what is generally known as 'bandwidth throttling'. In this case telecom operators or internet service providers are forced to lower the quality of their cell signals or internet speed. In most cases, the desire to control the internet is rooted in governments' determination to control the political narrative. Many see the internet as an existential threat that must be contained, no matter what consequences it will have on other sectors.

The irony, however, is that as these shutdowns continue, even proliferate, there is scant evidence they actually work. Instead, they seem to animate dissent and encourage precisely the kind of responses considered subversive by many governments.

The future of unfettered internet access in Africa looks precarious should governments continue on this trajectory. The absence in many African countries of enforceable constitutional guarantees that protect the public's right to information means there are few opportunities for legal redress. This makes the development of legislative regimes that recognise and protect access to the internet both urgent and necessary.

[Adapted from http://theconversation.com]

TOTAL SECTION B: [10]

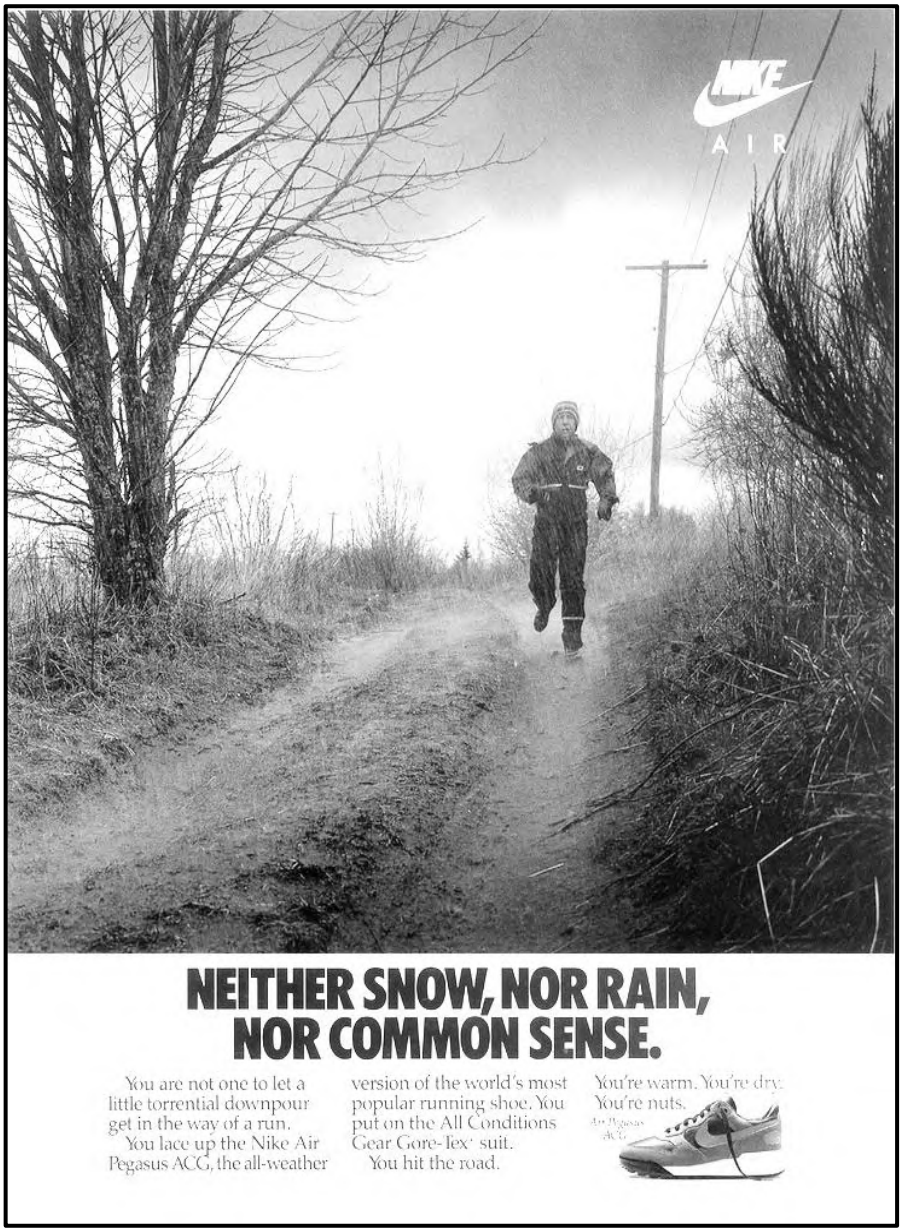
Downloaded from Stanmorephysics.com

SECTION C: LANGUAGE STRUCTURES AND CONVENTIONS

QUESTION 3: ANALYSING ADVERTISING

Study the advertisement (TEXT D) below and answer the questions set.

TEXT D



[Source: www.designyourway.net]

The text in small font reads as follows:

NEITHER SNOW, NOR RAIN,
NOR COMMON SENSE.

You are not one to let a little torrential downpour get in the way of a run.
You lace up the Nike Air Pegasus ACG, the all-weather

version of the world's most popular running shoe. You put on the All Conditions Gear Gore-Tex® suit.
You hit the road.

You're warm. You're dry.
You're nuts.

Downloaded from Stanmorephysics.com

QUESTIONS: TEXT D

3.1 **NEITHER SNOW, NOR RAIN,**
NOR COMMON SENSE.

Discuss what the advertiser's use of the negatives, in the above headline, suggests about the runner. (2)

3.2 Comment on the tone used in the first paragraph. (2)

3.3 Identify and critically discuss ONE persuasive technique used by the advertiser. (3)

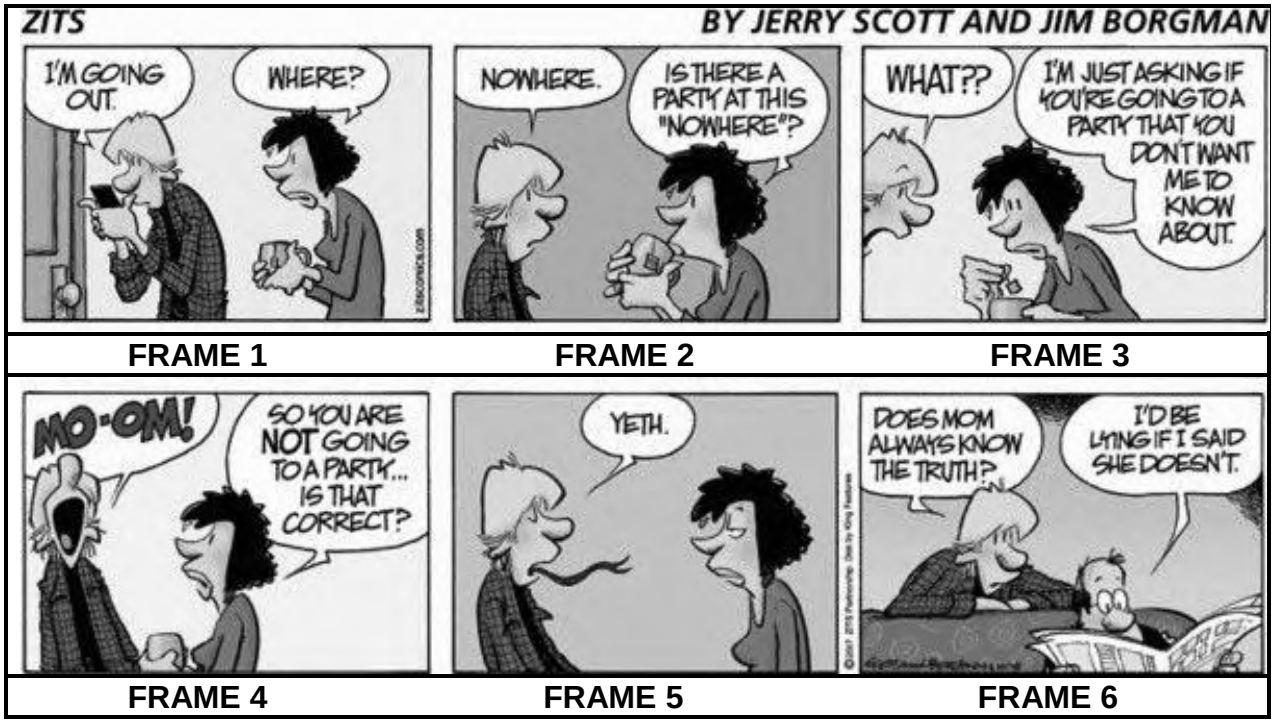
3.4 In your view, does the visual image in the main body of the advertisement support the claims made by the advertiser? Justify your response. (3)
[10]

Downloaded from Stanmorephysics.com

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

Study TEXT E below and answer the questions set.

TEXT E: CARTOON



[Source: www.pinterest.com]

QUESTIONS: TEXT E

4.1 Refer to FRAME 1 and FRAME 2.

Explain the boy's attitude in FRAME 2 towards his mother's question in FRAME 1. (2)

4.2 Discuss the mother's tone in FRAME 2. (2)

4.3 Refer to FRAME 4.

Assess the effectiveness of the technique used in '**MO-OM**!' (2)

4.4 Comment on both the visual and verbal cues used in FRAME 5. (4)
[10]

Downloaded from Stanmorephysics.com

QUESTION 5: USING LANGUAGE CORRECTLY

Read TEXT F, which contains some deliberate errors, and answer the questions set.

TEXT F

EATING THE BUNNY

1 We were pre-teens. That wonderful sepia-coloured time just before you looked at boys in a different way. We were good kids and bunked school only when we knew we wouldn't get in trouble – especially during those chalkdowns in the 1990s.

2 So we trekked to a friend's house, hunched over, carrying school cases filled with heavy, leaden textbooks that wouldn't be opened that day.

3 But first one needed food as there was no choice when you were that young and that hungry. We would pool the little money that we had. We could afford a few loaves of bread, chips, polony and atchaar at one of the many cafés in Johannesburg. We would scoop out the bread and stuff it with the other ingredients. Wash down with Fanta Orange.

4 Those were the best meals of my life. Sitting around with my friends, laughing and kidding around as we stuffed our faces with double carbs.

5 That's the beauty of the bunny chow. All it takes is only a quarter of a loaf, with a filling, and that made life good. Some places call them 'scambane' or 'kota' (quarter), but they all taste the same and every time I bite into one, it brings back those golden memories of childhood.

[Adapted from *Sunday Times*,16 September 2018]

QUESTIONS: TEXT F

5.1 Refer to the use of the hyphen (line 1) and dash (line 3).

5.1.1 Account for the use of the hyphen in 'sepia-coloured' (line 1). (1)

5.1.2 Account for the use of the dash in line 3. (1)

5.2 'looked at boys <u>in a different way</u>' (line 2).

Replace the underlined phrase with a synonymous adverb. (1)

5.3 'We were good kids and bunked school only when we knew we wouldn't get in trouble' (lines 2–3).

Correct the preposition error in the above sentence. (1)

5.4 Write down the redundant word in paragraph 2. (1)

5.5 Correct the pronoun error in paragraph 3. (1)

Downloaded from Stanmorephysics.com

5.6 'We would scoop out the bread and stuff it with the other ingredients' (lines 10–11).

Change the above sentence into the passive voice. (1)

5.7 'Sitting around with my friends, laughing and kidding around as we stuffed our faces with double carbs' (lines 12–13).

Rewrite the above sentence so that it is grammatically correct. (1)

5.8 Rewrite 'stuffed our faces' (line 13) in formal English. (1)

5.9 'All it takes is only a quarter of a loaf, with a filling, and that made life good' (lines 14–15).

Correct the error of tense in the above sentence. (1)
[10]

TOTAL SECTION C: 30
GRAND TOTAL: 70

Copyright reserved

Downloaded from Stanmorephysics.com

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH HOME LANGUAGE P1

NOVEMBER 2019

MARKING GUIDELINES

MARKS: 70

These marking guidelines consist of 9 pages.

Copyright reserved

Downloaded from Stanmorephysics.com

NOTE:

- **These marking guidelines are intended as a guide for markers.**
- **The guidelines are by no means prescriptive or exhaustive.**
- **Candidates' responses should be considered on merit.**
- **Answers should be assessed holistically and points awarded where applicable in terms of decisions taken at the standardisation meeting.**
- **The marking guidelines will be discussed before the commencement of marking.**

INSTRUCTIONS TO MARKERS

Marking the comprehension:

- Because the focus is on understanding, incorrect spelling and language errors in longer responses should not be penalised unless such errors change the meaning/understanding. (Errors must still be indicated.)

- If a candidate uses words from a language other than the one being examined, disregard those words, and if the answer still makes sense, do not penalise. However, if a word from another language is used in a text and required in an answer, this will be acceptable.

- For **open-ended questions**, no marks should be awarded for YES/NO or I AGREE/I DISAGREE. The reason/substantiation/motivation is what should be considered.

- No marks should be awarded for TRUE/FALSE or FACT/OPINION. The reason/substantiation/motivation is what should be considered.

- When one-word answers are required and the candidate gives a whole sentence, mark correct provided that the correct word is underlined/highlighted.

- When two/three facts/points are required and a range is given, mark **only** the first two/three.

- Accept dialectal variations.

- For multiple-choice questions, accept BOTH the letter corresponding to the correct answer AND/OR the answer written out in full.

Downloaded from Stanmorephysics.com

SECTION A: COMPREHENSION

QUESTION 1: READING FOR MEANING AND UNDERSTANDING

1.1 The rhetorical question engages the reader on the topic under discussion./The issue, namely man versus machine, is brought into sharp focus.

[Award 2 marks for any well-developed point.] (2)
[Credit valid alternative responses.]

1.2 Human beings cannot compete with machines since they lack the precision and speed of machines.

[Award only 1 mark for 'lifting'.] (2)

1.3 Despite all the security features found in smart devices, the user's privacy is still jeopardised since personal information is relayed to the manufacturers. (2)

1.4 Valuable intelligence is important to manufacturers who make use of targeted advertising. The manufacturer benefits by collecting data on consumers' preferences so that their production is directed by an advertising ploy. (3)

1.5 The aside engages the reader personally/creates a conversational tone. It alerts the reader to a shocking revelation about the power that machines will wield over human beings. The writer wants to convince the reader that a potentially fatal situation could arise.

[Award 3 marks for any TWO ideas well-discussed.]
[Credit valid alternative responses.] (3)

1.6 It is ironic that machines would have power over human beings who are their creators. Instead of humans retaining control of the machines' functions, machines would be able to see humans as deficient. Mankind would be disempowered ('desperate need') and at the mercy of machines.

[Award 3 marks only if irony is well-discussed.] (3)

1.7 The Fourth Industrial Revolution will cause major unemployment, especially among the vast majority of workers if they are not prepared to be retrained. This will have detrimental effects on society. The divide between social classes, the 'elite' and working class, will be exacerbated. A dilemma is created for mankind concerning the 'rights' of machines. There will be fewer tax-payers, which will ultimately affect the economy.

[Award 3 marks for any TWO ideas well-discussed.]
[Credit valid alternative responses.] (3)

Downloaded from Stanmorephysics.com

1.8 YES

The writer argues convincingly that South Africa is not ready for the Fourth Industrial Revolution because it has such unreliable electricity grids which will impact negatively on the technological/digital infrastructure, for example 'fibre connectivity'. The writer's argument is reinforced by the example that South Africans cannot even manage basic practices such as switching off lights in corporate buildings.

OR

NO

The writer views electricity as the sole source of power and does not recognise alternative sources of energy. The writer cites the 'lit buildings' as a failure to manage electrical power, which has no bearing on participation in the Fourth Industrial Revolution.

[Credit valid alternative/mixed responses.] (3)

1.9 The setting is a social gathering/work environment; this is evident in the shadows behind the foregrounded characters and serving of food and drink. The man and the robot are comfortably socialising/interacting on an equal social level.

[Award 2 marks only if reference is made to BOTH the setting and the relationship.] (2)

1.10 The man prioritises human life. Initially, he believes that the robots would be discerning in making ethical decisions, for example about which of the two humans should be saved. The robot, on the other hand, is more concerned about the car, which is a machine similar to 'him'. Human beings have created robots but robots will take dominance and thus humans will be responsible for their own demise.

[Award 3 marks only if reference is made to BOTH characters and a critical discussion ensues.] (3)

1.11 YES

The man in Text B believes that robots could make split-second decisions, whereas human beings would grapple with ethical issues. Similarly, Text A presents the views of military experts who endorse mechanised military decisions which are seen as accurate and devoid of emotion. The man's realisation that Artificial Intelligence could be dangerous is aligned with the writer's scepticism regarding the autonomy of Artificial Intelligence.

OR

NO

[A 'NO' response is unlikely. However, credit candidates' responses on merit.]
[Award full marks only if the candidate has referred to BOTH texts.] (4)

TOTAL SECTION A: 30

Downloaded from Stanmorephysics.com

SECTION B: SUMMARY

QUESTION 2: SUMMARISING IN YOUR OWN WORDS

Use the following main points that the candidate should include in the summary as a **guideline**.

Any 7 valid points are to be credited in paragraph-form.

(Sentences and/or sentence fragments must be coherent.)

NO.	QUOTATIONS	NO.	POINTS
1	'As the internet continues to gain considerable power and agency around the world, many governments have moved to regulate it.'	1	Several governments have censored the internet because it has become so powerful and persuasive.
2	'Governments often claim that internet access is blocked in the interest of public security and order.'	2	Governments justify censorship of a perceived threat, citing safety concerns.
3	The first strategy is that 'the state completely blocks access to the internet on all platforms.'/'some states resort to internet shutdowns/or deliberate disruptions.'	3	The most drastic censorship is a total shutdown/disruption of the internet.
4	'It's arguably the most punitive, with significant social, economic and political costs.'/'The financial costs can run into millions of dollars for each day the internet is blocked, damaging businesses, discouraging investments, and hindering economic growth.'	4	Censorship by governments can damage a country economically, socially and politically.
5	The second strategy is that 'governments restrict internet access (is) by applying content-blocking techniques.'/'They restrict access to particular sites or applications.'/'The idea is to stop or limit conversations on these platforms.'	5	Governments block access to certain platforms to restrict social discourse.
6	'The third strategy, done almost by stealth, is the use of what is generally known as "bandwidth throttling".'	6	An insidious means of censorship is sabotage of the functionality of internet systems.
7	'the desire to control the internet is rooted in governments' determination to control the political narrative.'	7	Governments wish to censor the internet so that they can dominate political discourse.
8	'Many see the internet as an existential threat that must be contained'.	8	Many believe that the internet poses a threat and its usage should be restricted.
9	'The irony, however, is that as these shutdowns continue, even proliferate, there is scant evidence they actually work.'/'they seem to animate dissent and encourage precisely the kind of responses considered subversive by many governments.'	9	Ironically, clamping down on the internet actually encourages the dissent governments wish to avoid.
10	'The absence in many African countries of enforceable constitutional guarantees that protect the public's right to information means there are few opportunities for legal redress.'	10	Citizens' right to information is not protected by law.

Downloaded from Stanmorephysics.com

PARAGRAPH-FORM

NOTE: What follows is merely an example. It is not prescriptive and must be used very carefully.

Several governments have censored the internet because it has become so powerful and persuasive. Governments justify censorship of a perceived threat, citing safety concerns. The most drastic censorship is a total shutdown of the internet, causing severe economic losses. Secondly, governments block access to restrict social discourse or stop it completely. A third, insidious means of censorship is sabotage of the functionality of internet systems. Governments censor the internet to dominate political discourse; ironically, this practice encourages the dissent governments wish to avoid. However, citizens' right to information is not protected by law. (93 words)

Marking the summary:

Marking is on the basis of the inclusion of valid material and the exclusion of invalid material.

The summary should be marked as follows:

- **Mark allocation:**
  - 7 marks for 7 points (1 mark per main point)
  - 3 marks for language
  - Total marks: 10

- **Distribution of language marks when candidate has not quoted verbatim:**
  - 1–3 points correct: award 1 mark
  - 4–5 points correct: award 2 marks
  - 6–7 points correct: award 3 marks

- **Distribution of language marks when candidate has quoted verbatim:**
  - 6–7 quotations: award no language mark
  - 1–5 quotations: award 1 language mark

NOTE:

- **Word Count:**
  - Markers are required to verify the number of words used.
  - Do not deduct any marks if the candidate fails to indicate the number of words used or if the number of words used is indicated incorrectly. If the word limit is exceeded, read up to the last sentence above the stipulated upper limit and ignore the rest of the summary.

TOTAL SECTION B: 10

Downloaded from Stanmorephysics.com

SECTION C: LANGUAGE STRUCTURES AND CONVENTIONS

Marking Section C:

- Spelling:
  - One-word answers must be marked correct even if the spelling is incorrect, unless the error changes the meaning of the word.
  - In full-sentence answers, incorrect spelling should be penalised if the error is in the language structure being tested.
  - Where an abbreviation is tested, the answer must be punctuated correctly.
- Sentence structures must be grammatically correct and given in full sentences/as per instruction.
- For multiple-choice questions, accept BOTH the letter corresponding to the correct answer AND/OR the answer written out in full as correct.

QUESTION 3: ANALYSING ADVERTISING

3.1 The repetition of negative words shows the resilience of the runner./No obstacle will deter him from running. (2)

3.2 The tone in the first paragraph is conversational/motivational: the use of the pronoun 'you' engages the reader, inviting him/her to step into the narrative. The reference to 'a little torrential downpour' is tongue-in-cheek.

[Award 1 mark for the identification of tone and 1 mark for the comment.] (2)

3.3
- The advertiser repeats the **second person pronoun/uses colloquial language** to involve the reader and to create a conversational tone.
- The advertiser uses short, active **sentences**, e.g. 'You hit the road.' These are intended to get directly to the point.
- **Jargon**, e.g. 'All Conditions Gear Gore-Tex suit', is used to convince the reader of the product's superiority and uniqueness.
- **Anti-climax** in the headline as well as the conclusion ('You're warm. You're dry. You're nuts') lends a sense of adventure in a humorous manner.
- The **diction** is emotive, e.g. the superlative 'most popular'. This will appeal to a wider audience.
- The **visual image** portrays the hostility of the elements which are **contrasted** with the protection offered by the shoe against the snow and rain.
- **Bandwagon advertising:** the advertiser persuades readers to be part of a majority/group/popular brand.

[Award 1 mark for the identification of ONE technique and 2 marks for a critical discussion.] (3)

Downloaded from Stanmorephysics.com

3.4 YES

The individual in the visual is running in a bleak, desolate environment. He has not allowed the threatening clouds to 'get in the way of a run'. He is warmly clad in protective gear. The runner's commitment attests to the claim that the weather is not a deterrent when the product is worn.

OR

NO

A more explicit visual of a runner caught in torrential rain or snow would have reinforced the message more effectively. The reader cannot discern the brand of shoe the runner is wearing.

[Credit valid alternative/mixed responses.] (3)
[10]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

4.1 The boy is dismissive/evasive/elusive/vague/secretive and feels that his mother is meddling in his business/and hopes that he can keep his mother away from questioning him.

[Award 1 mark for the identification of the attitude and 1 mark for an explanation.] (2)

4.2 The mother is being sarcastic as she assumes that her son will be attending a party. (2)

4.3 The bold/over-sized font/exclamation mark/the creation of a double-syllabic word in **'MO-OM!'** effectively portray the boy's over-reaction to his mother's query, his indignation/annoyance/frustration and his attempt to mask his guilt.

[Award 1 mark for the identification of the technique and 1 mark for the discussion.] (2)

4.4 **Visual cues**:
The boy's forked tongue and closed eyes show that he is being untruthful and cannot be trusted./ The mother is unconvinced by his response, illustrated by her hooded eyes, downturned mouth and upturned nose.

Verbal cue:
The boy's response, 'YETH', supports the snake-like, deceptive image/his uneasiness because he is guilty of lying.

[Award 2 marks for a visual cue (identification and comment) and 2 marks for a verbal cue (identification and comment).] (4)
[10]

Downloaded from Stanmorephysics.com

QUESTION 5: USING LANGUAGE CORRECTLY

5.1.1 The hyphen forms a compound adjective/word. (1)

5.1.2 The dash indicates additional information/explanation/emphasises the information that follows. (1)

5.2 differently (1)

5.3 in – into (1)

5.4 heavy **OR** leaden **OR** over (1)

5.5 But first one needed food as there was no choice when **one was** that young and that hungry.

OR

But first **you** needed food as there was no choice when you were that young and that hungry. (1)

5.6 The bread **would be scooped out** (by us) and (**be/would be**) **stuffed** (by us) with the other ingredients.

[Award a mark only if the **entire** sentence is correct.] (1)

5.7 **I was sitting** around with my friends… /**I sat** around with my friends.../**I would sit** around with my friends…/**I used to sit** around with my friends… (1)

5.8 We overate./We ate greedily./We gorged./We feasted.

[Consider valid alternative responses.] (1)

5.9 took was/makes (1)

[10]

TOTAL SECTION C: 30
GRAND TOTAL: 70

Copyright reserved