



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH HOME LANGUAGE P1

Stanmorephysics.com NOVEMBER 2021

MARKS: 70

TIME: 2 hours

This question paper consists of 13 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of THREE sections:

SECTION A: Comprehension	(30)
SECTION B: Summary	(10)
SECTION C: Language in context	(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.

SECTION A: COMPREHENSION

QUESTION 1: READING FOR MEANING AND UNDERSTANDING

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

TEXT A

**THE OLD HAVE MADE A MESS OF THE WORLD.
 THE YOUNG WILL SAVE US.**



- 1 World leaders are meeting in Spain to decide whether or not to bother with preventing the destruction of the earth, like people in a vehicle speeding toward a cliff deciding whether to brake or swerve ... or maybe they are simply chatting about other things. Powerful senior citizens in the United States – Trump, Giuliani, Biden – are trading playground insults, and the middle-aged people who make serious decisions about how to handle this emergency seem incapable of thinking beyond the singularly imagination-killing criterion of short-term profit. 5
- 2 I began writing this column at a 'Youth versus Apocalypse¹' demonstration in San Francisco. The protest, which was led by teens, of course, as well as some of the twenty-something members of the Sunrise Movement and Extinction Rebellion, took place in front of BlackRock, the world's largest investor in fossil fuels. There was a little cluster of mothers at the demonstration too, with babies and toddlers whose life expectancy, barring catastrophes, extends into the 22nd century. It was a 'Fridays for Future' demonstration taking place all over the world, with half a million mostly young people in Madrid. 10 15
- 3 Sometimes I think that our species was for most of its history a child: it had limited capacity to harm and thus limited responsibility to do no harm. We could kill one another, but we did it without napalm² and nuclear weapons. We could think small because we were altering the earth with hunting, grazing, farming, foraging and building; but most of our traces would vanish and most of our impact left no lasting damage. 20
- 4 With the industrial revolution and its reliance on fossil fuels, and with technologies capable of changing the Earth on a more profound scale, childhood harmlessness faded into the past for those who wielded those powers and used those tools and benefitted from it all. Humans ceased to be mere mortals, but our imaginations and ethics lagged behind our impact. For two centuries we have been in a sort of wild adolescence, too reckless and impatient to pay attention, or to listen to those who point out that there are fatal consequences. 25 30
- 5 We are on the brink. In order to retreat from that brink, humankind's adolescence must end. As a species, we must act with restraint in the face of consequences, must consider other species, humans not yet born, and those currently facing dire climate vulnerability around the world from floods, fire, sea level rise, crop failure, super-storms and more. 35

- | | | |
|---|---|----------|
| 6 | We must expand our imaginations and act on a clearer understanding of our place in the world and our impact on the future. That means making radical changes, like our homes and transport being powered by renewables, and leaving fossil fuels in the ground, where they belong. We need to remind ourselves why these changes are necessary: that the Earth is finite, that actions have consequences that go beyond the horizon of what we can see and hear, in time and space. Those who come after us have rights we cannot just annihilate. We must make sweeping changes by the end of the coming decade, and we must stick to them afterward by remembering why they matter. | 40 |
| 7 | What is striking in this moment is that environmental maturity is largely the property of the young. Many of the significant adults in the room of climate chaos are 16 or 20 or 27, such as Greta Thunberg and the thousands of youth like her who are less visible but no less committed. Teens, from Nigeria to Alaska, are doing their utmost for the climate, but they control no shares, have no votes, sit on no boards: they need us just as we need them. They are the leadership at this moment, youth who are thinking about 2100, who are ready to change everything, and who understand the gravity and scale of the catastrophe. | 45
50 |
| 8 | The young, who have never experienced a below-average temperature on Earth, have the capacity to recognise that we are in an emergency. There is wisdom in youth, in their lack of attachment to the status quo that is not their status quo, and in their ability to imagine profound change. | 55 |
| 9 | There have been far-sighted altruistic ³ people in every generation, but there are signs of a wider evolution of imagination that is taking place among the young. We see that profound change in the youth's new ways of dealing with conflict, rejecting competition and capitalism, while they understand what is possible and ethical. Juvenility and maturity are no longer categories attached to how long you've been on Earth, but how far you see and how much you care. | 60 |

[Adapted from *The Guardian Weekly*, 20 December 2019]

GLOSSARY:

¹Apocalypse: destruction of the world

²napalm: chemical substance used in warfare

³altruistic: helping others without self-gain

AND

TEXT B



[Source: dailymaverick.co.za]

QUESTIONS: TEXT A

- 1.1 What message does the writer convey in the first sentence, 'World leaders are ... about other things'? (2)
- 1.2 What does 'trading playground insults' (line 5) reveal about the writer's attitude toward powerful politicians? (2)
- 1.3 Refer to paragraph 2.
Discuss the importance of mentioning the participants in various protests. (2)
- 1.4 Refer to paragraphs 3 and 4.
What are the implications of referring to humankind as a 'child' (line 17) and an adolescent (lines 27–30)? (3)
- 1.5 How does the writer use diction in paragraph 5 to convey his message? (3)
- 1.6 Comment on the writer's tone in paragraph 6, with close reference to the text. (3)
- 1.7 Evaluate the claims made by the writer in paragraph 8 in relation to the title of the article. (3)

1.8 Refer to lines 62–63: 'Juvenility and maturity ... much you care.'

In your opinion, is this final sentence an effective conclusion to the writer's argument? Justify your response. (3)

QUESTIONS: TEXT B

1.9 Why has Greta (the girl) arrived with the two hashtag speech bubbles? (2)

1.10 Comment on the composition of the characters in the cartoon. (3)

QUESTION: TEXTS A AND B

1.11 To what extent does TEXT B reinforce the ideas expressed in paragraph 7 of TEXT A? Motivate your response. (4)

TOTAL SECTION A: 30

SECTION B: SUMMARY

QUESTION 2: SUMMARISING IN YOUR OWN WORDS

TEXT C discusses research done on the spread of fake news. Summarise, in your own words, **the research undertaken on fake news**.

- 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

WHY FAKE NEWS ON SOCIAL MEDIA TRAVELS FASTER THAN THE TRUTH

False news is more novel than true news, and that may be why we share the false much faster and more widely. Prominent responses to false news include surprise, fear and disgust. True news tends to be met with sadness, joy, anticipation and trust. Humans are more likely than automated processes to be responsible for the spread of fake news.

Researchers have studied what they term 'rumour cascades'. A cascade starts with a Twitter user making an assertion about a topic – with words, images or links – and continues in an unbroken chain of retweets. The researchers analysed cascades about news stories that six fact-checking organisations agreed were true or agreed were false. The study found that 'falsehood diffused significantly farther, faster, deeper and more broadly than truth in all categories of information'. Of all categories of fake news, false political news reached more people faster and went deeper into the networks than any other category of false information.

The study compared the emotional content of replies to true and false rumours by using about 32 000 Twitter hashtags and a lexicon of about 140 000 English words that are associated with eight basic emotions: anger, fear, anticipation, trust, surprise, sadness, joy and disgust. Were automated processes, or 'bots', the main culprits in spreading falsity? No – the researchers found that humans were responsible for spreading false news.

The researchers were more interested in identifying the factors that spread true and false news; they included interviews with users, surveys, lab experiments and neuro-imaging. The researchers' paper points to some obvious reasons to look deeper. False news can drive misallocation of resources during terror attacks and natural disasters, the misalignment of business investments, and misinformed elections.

More openness by the social media giants and greater collaboration by them with suitably qualified partners in tackling the problem of fake news is essential. Traditional journalists are potential partners too. Since they find, check and disseminate news, they are well placed to assess the reliability of the reports that they receive. They also attract masses of comments online and generate discussions on social media platforms – they have a clear incentive to maintain trust in their own contributions to democratic life.

[Adapted from theguardian.com]

TOTAL SECTION B: 10

SECTION C: LANGUAGE IN CONTEXT

QUESTION 3: ANALYSING ADVERTISING

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

TEXT D



Alpha Hospitals
A STATE OF MIND

Bullying: Spot it and Stop it!

Bullying is persistent, intimidating, humiliating behaviour which attempts to undermine someone.

Make our hospital an environment where everyone is treated with dignity and respect.

Steps you can take to Spot it and Stop it

- Speak up and speak out if you are being bullied or if you know someone who is being bullied
- Speak to your Manager and/or HR who will be supportive and helpful in finding the right way through. Try to sort the issue informally first of all
- Make a formal complaint to your Line Manager, Hospital Director or HR Manager/Lead
- Raise the issue on the staff feedback website with direct access to the CEO

[Source: slideshare.net]

The text in small font reads as follows:

Steps you can take to Spot it and Stop it

- Speak up and speak out if you are being bullied or if you know someone who is being bullied
- Speak to your Manager and/or HR who will be supportive and helpful in finding the right way through. Try to sort the issue informally first of all
- Make a formal complaint to your Line Manager, Hospital Director or HR Manager/Lead
- Raise the issue on the staff feedback website with direct access to the CEO

QUESTIONS: TEXT D

3.1 Account for the tone of the headline:



**Bullying:
Spot it and Stop it!**

(2)

3.2 Discuss the suitability of the illustration in the text, in conveying the message of the advertiser.

(3)

3.3 Comment on TWO techniques that the advertiser has used in the **written text** to influence the reader.

(3)

3.4 Provide a suitable synonym for 'intimidating', in context.

(1)

3.5 'Raise the issue on the staff feedback website'

Provide the part of speech for 'staff' in the sentence above.

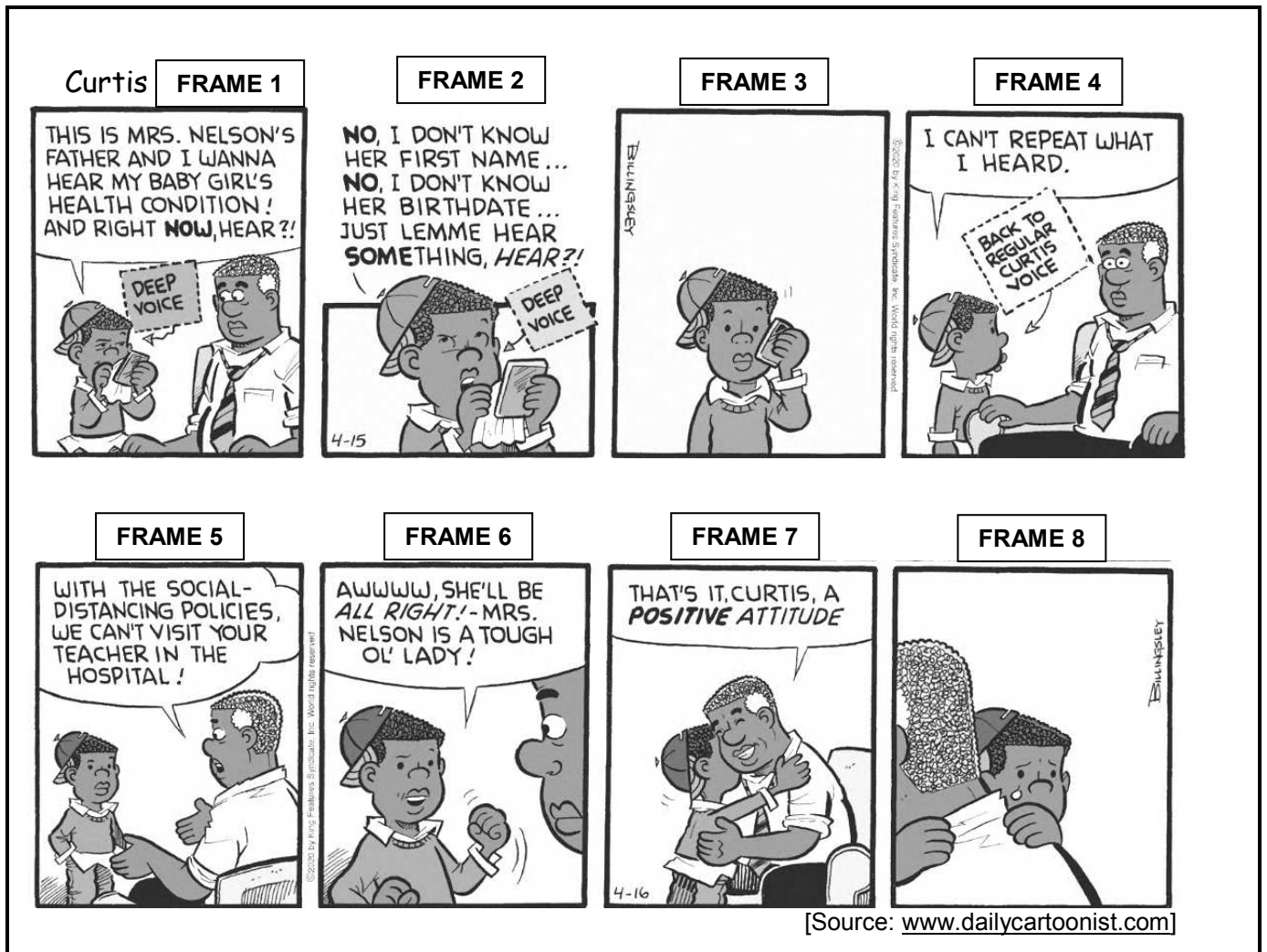
(1)

[10]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

Study the cartoons (TEXTS E AND F) below and answer the set questions.

TEXT E



QUESTIONS: TEXT E

- 4.1 Account for the boy's intention in using the phrases, 'ALL RIGHT!' and 'A TOUGH OL' LADY!' in FRAME 6. (2)
- 4.2 Critically discuss the effectiveness of FRAME 8 as a conclusion to the cartoon. (3)
- 4.3 Rewrite FRAME 5 in reported speech. (2)
 Begin with: Curtis's father said ...

TEXT F



[Source: www.wunc.org]

QUESTION: TEXT F

4.4 Comment on the cartoonist's use of satire in TEXT F.

(3)
[10]

QUESTION 5: USING LANGUAGE CORRECTLY

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

TEXT G

INSTAGRAM: FRIEND OR FAUX?	
1	Instagram show-offs are prompting a backlash against over-staged shots. Not an Instagrammer? You're missing out on a social network that's stuffed and crammed full of artily shot camera-phone photos: people's bronzed limbs (aka hot-dog legs) laid out on sunloungers; yoga poses in front of waterfalls; muscled gym-bunnies demonstrating military-grade stomach crunches; superfruit smoothies. 5
2	Fed up with this digital display of perfect people having perfect lives on perfect holidays, a new breed of Instagrammers is coming clean. One couple admitted their gap year posts would have been more accurate with images of all the toilets they cleaned and beds they made! A Thai photographer has created serial shots of photographs in which Instagram posts are juxtaposed against a broader picture, e.g. a stylish-looking dinner which does not reveal the chaos outside the frame. He includes the background: a cat on the table and half-eaten instant noodles. 10
3	The psychology of both envy and FOMO (fear of missing out) are fanned by the flames of Instagram. Teen Instagrammers have found a solution. They post real Instagram ('Rinstagram') posts, targeted at parent's and friends, while their 'Finstagram' (fake Instagram) accounts contain unflattering photos. 15
4	Perhaps it's time to get real or log off. [Adapted from <i>The Star</i>]

QUESTIONS: TEXT G

- 5.1 'Faux' in the headline is a pun. Write down its homophone. (1)
- 5.2 'Instagram show-offs are prompting a backlash against over-staged shots.' (Line 1)
 Rewrite the sentence above in the passive voice. (1)
- 5.3 Remove the redundancy in paragraph 1. (1)
- 5.4 Write out 'aka' (line 4) in full. (1)
- 5.5 Using the root word, provide an alternative adjective for 'muscled' in line 5. (1)

- 5.6 'One couple admitted their gap year posts would have been more accurate with images of all the toilets they cleaned and beds they made!' (Lines 8–10)
Correct the error of tense in the sentence above. (1)
- 5.7 What is the function of the hyphen in 'stylish-looking' (line 12)? (1)
- 5.8 Correct the concord error in paragraph 3. (1)
- 5.9 Correct the apostrophe error in paragraph 3. (1)
- 5.10 'Perhaps it's time to get real or log off.' (Line 19)
Rewrite 'get real' in formal English. (1)
- [10]**

TOTAL SECTION C: 30
GRAND TOTAL: 70



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GRADE 12

ENGLISH HOME LANGUAGE P1

NOVEMBER 2021

MARKING GUIDELINES

MARKS: 70

These marking guidelines consist of 10 pages.

NOTE:

- **These marking guidelines are intended as a guide for markers.**
- **It is 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.

SECTION A: COMPREHENSION

QUESTION 1: READING FOR MEANING AND UNDERSTANDING

- 1.1 The writer's message is that world leaders are meeting to discuss climate threats, but are not showing any sense of urgency in dealing with the matter.
[Award 2 marks only if both ideas are discussed.] (2)
- 1.2 The writer is dismissive/contemptuous/scornful of the immature behaviour of the politicians.
[Credit valid alternative responses.] (2)
- 1.3 The common factor among all the participants is that they are either young or have young children, implying that the preservation of the Earth is crucial for future generations./Young people are committed to making a change toward preserving the earth for future generations. (2)
- 1.4 When humankind was primitive, a 'child', the destruction that was caused was minimal: 'it had limited capacity to harm'. In recent centuries, humankind's reckless destruction, likened to 'wild adolescence', has wrought irreversible damage. Humankind has no qualms about the destruction of the Earth, and pays no attention to those who point out the likely consequences of their actions.
[Award 3 marks only if both aspects are discussed.]
[Award no more than 2 marks if only one aspect is discussed.] (3)
- 1.5 The urgency of recognising the peril is foregrounded by emotively charged words ('on the brink') and ('act with restraint') in addressing the 'vulnerability' of the climate./The adjective 'dire', in conjunction with the list of disasters ('floods, fire ... super-storms') is intended to convey his feelings about the harsh reality of climate change, so that the reader will act responsibly.
[Award 3 marks for two examples of diction, well-discussed.]
[Award 3 marks for one example of diction, fully discussed.] (3)
- 1.6 The writer gives instructions in a prescriptive/commanding/persistent/urgent/motivational tone in, 'We must expand our imaginations' and 'Those who come ... cannot just annihilate'. The writer urges the reader to take action by repeating, 'we must'. He impresses upon the reader the need for a change in mindset toward climate change.
[Award 1 mark for identification of tone and 2 marks for a comment.] (3)

- 1.7 In paragraph 8, the writer depicts the youth as wise citizens who are cognisant of climate change. The youth are imaginative and less affected by economic factors – 'the status quo'. Similarly, the title deems the youth to be the saviours of the planet. The writer's argument throughout the passage has been supported by facts that indict the older generation for their pursuit of wealth at the expense of saving the Earth. The youth, on the other hand, have been shown to stand up for defenceless Mother Earth.
- [Award 3 marks only if reference is made to both paragraph 8 and the title.] (3)
- 1.8 The final sentence leaves no room for debate – it is a resounding vote of confidence in the ability of the youth to lead the revolution to save the planet.[3]/
It is effective, as the sentence sums up the argument that maturity is not synonymous with age, but with wisdom and responsibility.[2]
- [An 'ineffective' response is unlikely; however, treat each response on its merit.] (3)
- 1.9 The two hashtag slogans are Greta's weapons/online tools against the establishment: they represent defiance ('#HowDareYou!') and a call to action ('#Action!')./The resistance movement's slogans are depicted as physical weapons/online tools. (2)
- 1.10
- The global establishment (businessman) is depicted as an elevated, indomitable figure.
 - Greta is presented as a small individual, who has struck the head of her opposition.
 - Greta is looking at the man directly, indicating her fearlessness.
 - Struck by the speech bubble, the man is toppling backwards over the brink of the cracked crust of the Earth.
 - The positioning of these characters successfully conveys the potent impact of the youth on those who destroy the Earth.
- [Award 3 marks only if reference is made to BOTH characters and a comment ensues.] (3)
[Credit valid alternative responses.]
- 1.11 Paragraph 7 of Text A focuses on the leading role that young people are playing in saving the planet. Text B fully supports the message in paragraph 7 of Text A. In Text B, Greta challenges the status quo and is undaunted by the power of global corporates who are compromising the environment. Her 'environmental maturity' and 'leadership' are evident. Her action in Text B emanates from her understanding 'the gravity and scale of the catastrophe'.
- The businessman/politician in Text B represents those who wield corporate power on boards, cast votes and own shares, referenced in paragraph 7. Despite their unlimited powers, they cannot withstand the young activists, who may be 'less visible', but are 'no less committed'.
- [Award 4 marks only if the candidate has referred to BOTH texts.] (4)

TOTAL SECTION A: 30

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	'Researchers have studied what they term 'rumour cascades'. A cascade starts with a Twitter user making an assertion about a topic – with words, images or links – and continues in an unbroken chain of retweets.'	1	Researchers focused on the chain reaction caused by a point made by a Twitter user.
2	'The researchers analysed cascades about news stories that six fact-checking organisations agreed were true or agreed were false.'	2	Organisations were appointed by the researchers to verify the authenticity of the stories.
3	'The study found that 'falsehood diffused significantly farther, faster, deeper and more broadly than truth in all categories of information.'	3	Research revealed that false news spread more rapidly and pervasively than authentic news.
4	'Of all categories of fake news, false political news reached more people faster and went deeper into the networks than any other category of false information.'	4	Fabricated political news spreads faster than any other kind of untrue news.
5	'The study compared the emotional content of replies to true and false rumours by using about 32 000 Twitter hashtags and a lexicon of about 140 000 English words that are associated with eight basic emotions: anger, fear, anticipation, trust, surprise, sadness, joy and disgust.'	5	Researchers analysed replies to rumours by studying hashtags and emotionally-charged words.
6	'Were automated processes, or 'bots', the main culprits in spreading falsity? No – the researchers found that humans were responsible for spreading false news.'	6	People, not robots, are responsible for spreading fake news.
7	'The researchers were more interested in identifying the factors that spread true and false news; they included interviews with users, surveys, lab experiments and neuro-imaging.'	7	Various methodologies were used to isolate the factors causing the spread of fake news.
8	'False news can drive misallocation of resources during terror attacks and natural disasters; the misalignment of business investments, and misinformed elections.'	8	False news can lead to devastating financial and political consequences for society.



9	'More openness by the social media giants and greater collaboration by them with suitably qualified partners in tackling the problem of fake news is essential.'	9	It is essential for social media giants to work together with all concerned to deal with fake news.
10	'Traditional journalists are potential partners too. Since they find, check and disseminate news, they are well placed to assess the reliability of the reports they receive.'	10	Research indicates that journalists can be useful in checking the reliability of news items.
11	'They also attract masses of comments online and generate discussions on social media platforms – they have a clear incentive to maintain trust in their own contributions to democratic life.'	11	Journalists have to maintain trust in their own contributions as they generate online discussions.

PARAGRAPH-FORM

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

Researchers focused on the chain reaction caused by Twitter users. Subsequently, organisations were appointed by the researchers to verify the stories' authenticity. Research revealed that false news, particularly fabricated political news, spreads more rapidly and pervasively than authentic news. Researchers analysed replies to rumours by studying hashtags and emotionally-charged words. Various methodologies were used to isolate the factors causing the spread of fake news: people, not robots, are responsible for spreading fake news, which can lead to devastating financial and political consequences for society./It is essential for social media giants to work together with all concerned to deal with fake news. Journalists, too, have to ensure the authenticity of the news that they receive and share.

(84/33 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
 - 4–5 quotations: award 1 language mark
 - 2–3 quotations: award 2 language marks

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

SECTION C: LANGUAGE IN CONTEXT

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 commanding tone compels the reader to act on the instruction, namely reporting and curtailing bullying.

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

- 3.2 The victim of the bullying is depicted as a puppet and the bully as a puppeteer. By severing the strings, the victim is taking a stand and attempting to break the cycle of bullying. The power of the bully is suggested by the larger-than-life arm. He is in a domineering position above the victim. The silhouette of the victim, a faceless representation of any employee, appeals to a wide audience. The point driven home is that the victim of bullying is the only person who can stop the cycle.

[Award 3 marks for TWO ideas well-discussed.] (3)

- 3.3
- Different **fonts** are used to differentiate the segments of information.
 - Different **font sizes** and **bold font** arrest the reader's attention.
 - The advertiser's use of the **pronouns**, 'you' and 'your', urges the reader to act against bullying.
 - The **layout** allows the reader to follow a logical sequence, firstly identifying the problem, defining it and then being presented with steps to alleviate the problem.
 - The **reverse-print** (white print on black background) draws attention to the content in the textbox/emphasises important points for consideration.
 - **Alliteration** of the **anagram** ('Spot it and Stop it!') is a catchphrase that resonates with the target audience.
 - The use of **assonance** in 'Spot it and Stop it!' enhances the internal rhyme and rhythm in the headline and makes it smooth and flowing.
 - The **repetition** of 'Speak' reinforces the persuasive impact of the advertisement.
 - The **exclamation mark** in the headlines creates a sense of urgency.
 - The **emotive diction** juxtaposes the ideal situation ('our hospital'; 'dignity and respect') with the harsh reality of bullying ('persistent, intimidating, humiliating behaviour').

[Award 3 marks only if a comment is made on any TWO techniques.]

[Do not award marks for a mere identification of a technique.] (3)

- 3.4 threatening/menacing/frightening
[Accept valid, alternative responses in context.] (1)
- 3.5 adjective (1)
[10]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

- 4.1 The boy's intention is to convince himself that his teacher will be well./He wants to give his father the impression that he is confident that she will recover. (2)
- 4.2 Frame 8 is anti-climactic, since the boy's initial bluster, followed by his brave façade, ends when he comes to terms with his teacher's condition. The boy becomes emotional when the truth dawns on him. The role reversal depicted in Frames 4 and 6 falls away in the final frame, where he finds solace in his father's embrace.
[Award 3 marks ONLY if there is a critical discussion.]
[Credit valid alternative responses.] (3)
- 4.3 Curtis's father said (that) with the social-distancing policies, **they could not/couldn't** visit **his/Curtis's** teacher in the hospital.
[Award 2 marks only if the THREE conversions are made.]
[Award 1 mark if TWO conversions are made.]
[Award 0 marks if only ONE conversion is made.] (2)
- 4.4 The cartoonist ridicules the manner in which narcissism has encroached on relationships. The young man is self-absorbed and paying no attention to the woman. The satirical point is driven home when the woman thinks that there is a third party involved. However, the young man's vanity/self-love, evident in the manner he gazes at his mirror, is the reason for his lack of attention.
[Award 3 marks ONLY if the satire is discussed.]
[Credit valid alternative responses.] (3)
[10]

QUESTION 5: USING LANGUAGE CORRECTLY

- 5.1 Foe (1)
- 5.2 A backlash against over-staged shots is being prompted by Instagram show-offs. (1)
- 5.3 stuffed (and) **OR** (and) crammed (1)
- 5.4 also known as (1)
- 5.5 muscular/muscly/muscle-bound/musclebound (1)
- 5.6 would have been – would be
- OR**
- cleaned – had cleaned; made – had made
- (Award 1 mark for correction of BOTH verbs in the latter response.) (1)
- 5.7 The hyphen creates a compound adjective/word.
- OR**
- Joins two (independent) words **to create a new word.** (1)
- 5.8 are – is (1)
- 5.9 parents (1)
- 5.10 become (be) authentic/realistic/truthful
- [Accept valid alternative responses.] (1)
- [10]**

TOTAL SECTION C: 30
GRAND TOTAL: 70