



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

ENGLISH HOME LANGUAGE P1

2023

MARKS: 70

TIME: 2 hours

Stanmorephysics

This question paper consists of 12 pages.

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.



SECTION A: COMPREHENSION

QUESTION 1: READING FOR MEANING AND UNDERSTANDING

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

TEXT A



LAUGHTER IN THE TIME OF A PANDEMIC

- 1 Almost immediately after the first case of Covid-19 was confirmed in South Africa, the jokes started. From memes featuring bad puns to pictures of people posing with silly home-made protective gear, South Africans took to social media to make fun of the virus. This is not unusual for South Africans who make jokes about their many problems. From potholes to power blackouts – cartoonists never seem to have a shortage of material. 5
- 2 Online jokes, memes and video clips are not peculiar to South Africa. The increased accessibility of a growing range of social media platforms and editing tools have made it possible for media users around the world to create and interact with news topics in ever more creative ways. Yet it is remarkable how, in a country like South Africa with its multitude of serious challenges, media users often take to jokes rather than despair when presented with a new problem. 10
- 3 Why is humour so often the first port of call when South African media users find themselves in stormy seas? There may be various sociocultural, political and psychological reasons for this. 15
- 4 There is an established body of academic literature about the important role of gossip, jokes, rumour and satire in African politics and societies. In his landmark article, historian and human rights activist Stephen Ellis described the phenomenon of 'pavement radio' – that can be found across Africa – as underpinned by the widespread oral tradition characteristic of these societies. Ellis defines this form of communication as the popular and unofficial discussion of current affairs. Unlike the mainstream media, pavement radio is not controlled by any identifiable individual, institution or group of people and is not to be mistaken for ordinary, unverified rumours or gossip. It performs a social and political function by covering subject matters of public interest where official information cannot be trusted or when an official announcement has not been made. 25
- 5 Humour also helps build community. South African tabloids have established a fiercely loyal readership with stories of the supernatural, silly or absurd, alongside a strong commitment to the community interest. Tabloid readers integrate their newspaper reading practices with storytelling, sharing and communal interpretation of newspaper content. These practices illustrate how the conviviality¹ of African societies also influences their media use. Similarly, joking about the coronavirus may be a way for people to say, 'It is all very absurd, but we're in this together.' 35



6	Pavement radio thrives when the mainstream media are tightly controlled by the authorities, or where there is widespread distrust of official narratives. During apartheid, alternative media and underground information networks often provided more trusted channels of communication than the compliant mainstream media. Although South Africans enjoy a much higher degree of media freedom than they used to, widespread corruption in post-apartheid South Africa has not done much to improve citizens' respect for official narratives.	40
7	They know what it feels like to be lied to.	45
8	Research shows that young South Africans in particular are distrustful of politicians and political institutions. The 'sceptical laughter' evoked by popular culture is a way of poking fun at authority, thereby undermining the power of politicians or big corporates.	
9	Laughter and humour could also be used as a coping mechanism. The news that the first confirmed Covid-19 patient had returned to South Africa from a ski holiday unleashed jokes about rich jetsetters becoming infected. This may be a way to take the sting out of racial inequality and economic hierarchies. Several jokes on Twitter named other threats as a reminder that, while Covid-19 is serious, other concerns should not be lost from sight. A jibe about the coronavirus having to show its proof of residence at the port of entry hinted at the high levels of violent xenophobia in South Africa. Humour in this context is a way of showing resilience and agency. The daily tally of the infected and dead can also be overwhelming. Given the other risks that South Africans have to contend with daily, making jokes about an added worry may help to take the sting out of the new, unknown threat.	50 55 60
10	Unfortunately, the prevalence of jokes and satire can also spread misinformation. Research in Africa shows high levels of exposure to misinformation. This is a cause for concern during a Covid-19 pandemic. This is why it is important to take popular culture seriously. If we understand how people use media in their everyday life, or how they use humour to allay their fears, it is easier to find appropriate responses to those concerns. The fight against the 'infodemic' of misinformation cannot be won by only insisting on fact-checking and rational debate. In Africa, the role of humour and jokes in everyday popular culture is deadly serious.	65 70

[Adapted from theconversation.com]

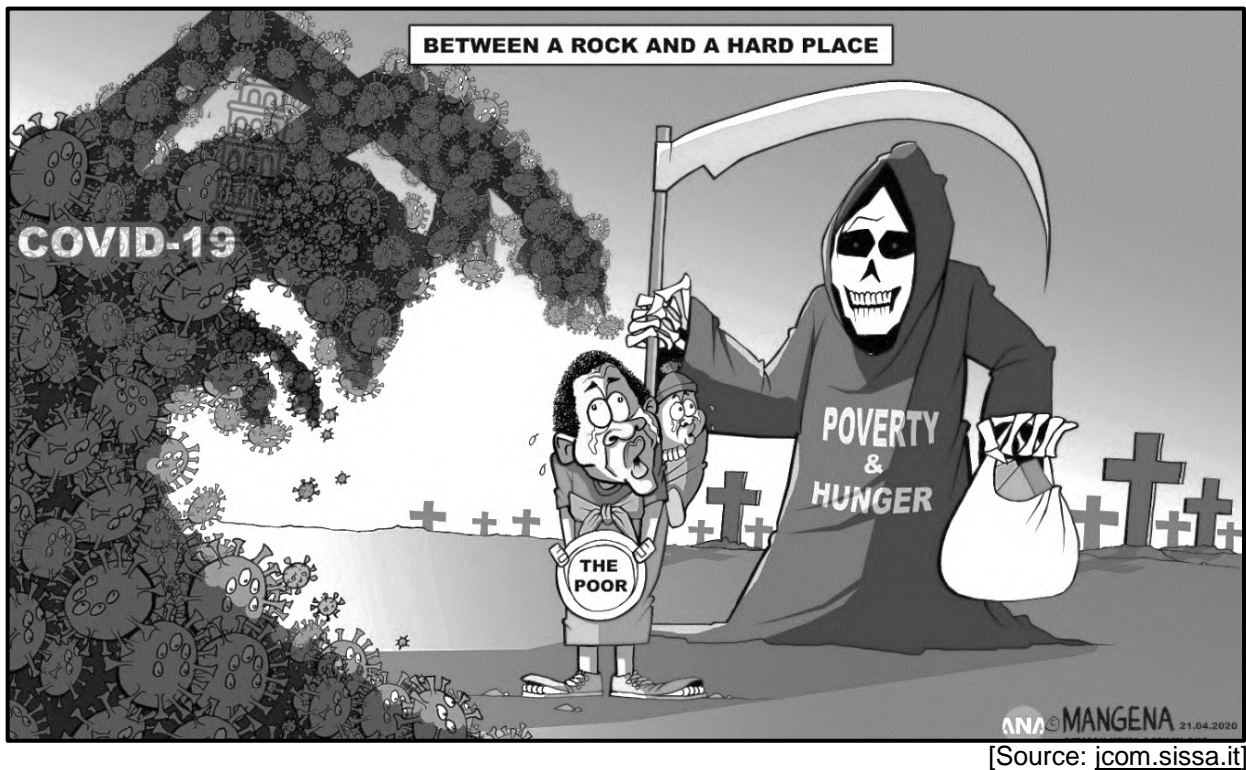
GLOSSARY:

¹conviviality – to be celebratory/amicable

AND



TEXT B



QUESTIONS: TEXT A

- 1.1 Refer to paragraph 1.
What does the writer indicate about the behaviour of South Africans? (2)
- 1.2 Refer to paragraph 2.
Explain how social media has influenced the way people engage with the news. (2)
- 1.3 Refer to paragraph 3.
Suggest why the writer starts the paragraph with a question. (2)
- 1.4 Refer to paragraph 4.
Comment on the writer's objectivity in his discussion of 'pavement radio'. (3)
- 1.5 Refer to paragraph 5.
Discuss the effect humour has on community building. (3)
- 1.6 Refer to paragraph 6.
Discuss how the diction in this paragraph conveys the writer's attitude toward mainstream media. (3)

1.7 Comment critically on the impact of paragraph 7 on the reader. (3)

1.8 Refer to paragraph 10.

Assess the validity of the writer's conclusion. (3)

QUESTIONS: TEXT B

1.9 How does the depiction of the woman evoke sympathy? (2)

1.10 Comment on how the visual and verbal cues convey the message of the cartoon. (3)

QUESTION: TEXTS A AND B

1.11 Critically discuss the extent to which TEXT B reinforces the writer's views presented in paragraph 9 of TEXT A. (4)

TOTAL SECTION A: 30



SECTION B: SUMMARY

QUESTION 2: SUMMARISING IN YOUR OWN WORDS

TEXT C discusses the mysteries of the teenage brain. Summarise, in your own words, **how parents can better understand their teenage child.**

- 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

THE MYSTERIES OF THE TEENAGE BRAIN

The passage between childhood and adulthood is notoriously challenging for teens who are striving for independence and for parents who have to relinquish some control, while still being responsible for their children's safety.

Understanding what is happening to their child is the first step to navigating this life passage. Less obvious, but even more important to understand, is that the brain of teenagers is only about 80% complete by adolescence.

Teenagers are wired for risk-taking and novelty, and reward-seeking. But the frontal and pre-frontal cortex, the parts of the brain responsible for executive functions, cause and effect, empathy and impulse control, are not fully connected until the mid-20s. This explains why an otherwise smart, capable teen can do something foolish in the moment. They lack the split-second decision-making ability that might warn them of possible danger.

'Teens are impressionable, which makes them absorb information easily. Their primary job is to learn, and studies suggest that their IQ scores increase in enriched environments,' says Dr Francis Jensen, a neuroscientist. But being so open also makes them susceptible to danger. In her opinion, the digital invasion has resulted in the most overstimulated generation in history. Their heightened reward centres will respond to good marks at school, but will also keep them hooked to 'likes' on their phones and to the repetition of playing and winning digital games.

'The teen brain can get addicted harder, faster and for longer than an adult brain, with permanent damage in some cases,' she says. 'But they're also at an age of self-discovery and identity-seeking, and respond well to scientific facts and data. Give them information. Tell them stories about teens who made bad decisions and got into trouble. Arm them to make sensible choices.'

Cape Town clinical psychologist, Dr Aneta Shaw, points out that teen rebellion, withdrawal or a stubborn lack of communication is often the result of parents getting in the way, via preaching, knowing better or just wanting to be protective.

'Teens are in a period of preparation toward integrated behaviour and realistic goal-setting,' she says, 'and a parent's biggest role is to help them think things through and not think on their behalf.'

[Adapted from news24.com]

TOTAL SECTION B:

10

SECTION C: LANGUAGE STRUCTURES AND CONVENTIONS

QUESTION 3: ANALYSING ADVERTISING

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

TEXT D



The advertisement features a close-up of a woman's face with her eyes closed and a lollipop in her mouth. The lollipop has a striped pattern. In the top right corner, there is a speech bubble containing the text: "Imagine tasting this ad... You can with Direct Mail". Below this, there is a small line of text: "Schuman | 12/08/Marketing Mix". At the bottom of the advertisement, there is a small icon of a hand holding a lollipop. The overall background is dark and moody.

Imagine
tasting
this ad...
You can with Direct Mail

Schuman | 12/08/Marketing Mix

Direct Mail is reality marketing at its best.
It is an opportunity for your customer to share real time with your brand. It can delight the eye, charm the taste buds and even tantalize the nose.

This is the medium with no remote control. You can't zap it, mute it or change the channel. It's not virtual, and can't disappear into cyberspace. Direct Mail is in front of you to experience.

Start building real client relationships affordably, in a one-on-one personal and measurable way.

Visit us at www.directmailcentre.co.za or call the Direct Mail Centre on 011 318 3390.

GET REAL. GET INTO DIRECT MAIL.

Direct Mail Centre
A division of the Post Office group

Post Office
We deliver, whatever it takes.

[Source: behance.net]

The text in small font reads as follows:

Direct Mail is reality marketing at its best.
It is an opportunity for your customer to share real time with your brand. It can delight the eye, charm the taste buds and even tantalize the nose.

This is the medium with no remote control. You can't zap it, mute it or change the channel. It's not virtual, and can't disappear into cyberspace. Direct Mail is in front of you to experience.

Start building real client relationships affordably, in a one-on-one personal and measurable way.

Visit us at www.directmailcentre.co.za or call the Direct Mail Centre on 011 318 3390.

GET REAL.
Direct Mail Centre
A division of the Post Office group

GET INTO DIRECT MAIL.
Post Office
We deliver, whatever it takes.



QUESTIONS: TEXT D

- 3.1 Describe the service being advertised. (2)
- 3.2 Comment on the advertiser's claim about Direct Mail in:
'This is the medium with no remote control. You can't zap it, mute it or change the channel.'
- 3.3 In your view, does the visual image effectively convey the message of the advertisement? Justify your response. (3)
- 3.4 What is the function of the ellipsis in 'imagine tasting this ad ...'? (1)
- 3.5 Give a suitable subject for this sentence without changing its meaning:
'Start building real client relationships affordably, in a one-on-one personal and measurable way.'

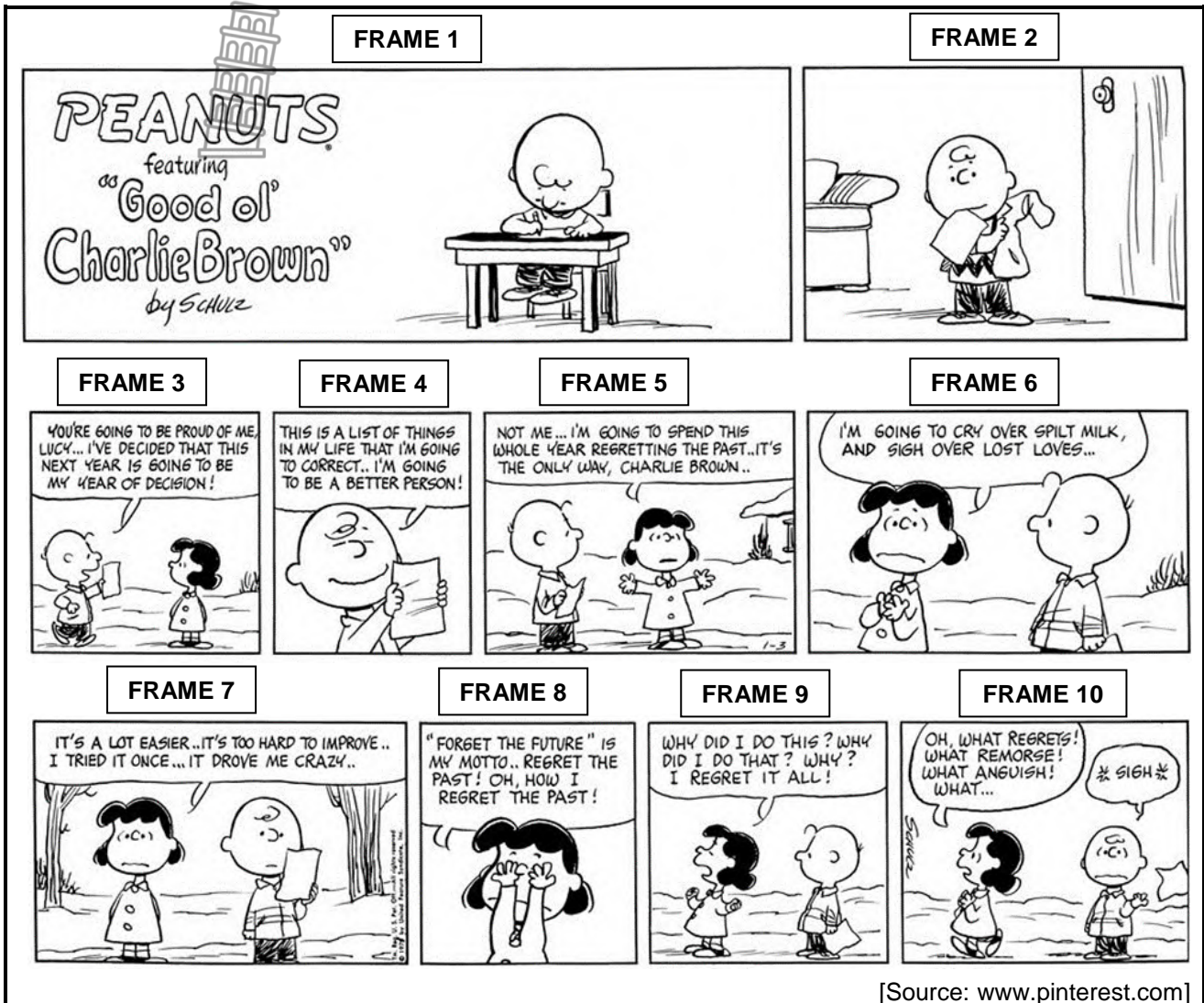
(1)
[10]



QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

Study TEXT E below and answer the set questions.

TEXT E: CARTOON



[Source: www.pinterest.com]

The boy's name is Charlie Brown. The girl's name is Lucy.

QUESTIONS: TEXT E

- 4.1 Explain how Charlie Brown's mood is conveyed in FRAME 3. (2)
- 4.2 Refer to FRAMES 4–6. Discuss both characters' viewpoints with reference to the cartoonist's depiction of them. (3)
- 4.3 Comment critically on the effectiveness of FRAME 10, in the context of the cartoon. (3)
- 4.4 Refer to FRAME 5. Rewrite the following sentence in indirect speech: Lucy said, 'I'm going to spend this whole year regretting the past.'

(2)
[10]

QUESTION 5: USING LANGUAGE CORRECTLY

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

TEXT F



WHEN YOUR AIRBNB HOST CHARGES YOU FOR AIR

- 1 A TikToker with the username @papierice shared a video of a gadget they encountered while at an Airbnb.
- 2 The video text read: 'When your Airbnb host charges you for air.' The digital screen with numbers that tick higher and higher the longer the aircon is on, is used to hold guests responsible and accountable for using the hosts aircon to control the temperature of the rented room. 5
- 3 With over 427 000 views, the video managed to ruffle major feathers. 'Airbnb used to be cool but now it's just boomers trying to squeeze every penny out of vacationers,' a commentator with the username @drunktennis says.
- 4 Over the years, hotel alternatives have boomed in popularity for being a more affordable option for travellers on a budget. With over 5,6 million active listings worldwide, Airbnb is filling a very important gap in the market. They offer rentals, perfect for flexible, adventure travellers looking for fuss-free bookings. These could be in the form of a home, apartment, condo, boat, tent, shared space or other property. 15

[Adapted from *The Star*]

QUESTIONS: TEXT F

- 5.1 Rewrite the first sentence (paragraph 1) so that it is grammatically correct. (1)
- 5.2 Refer to lines 3–6: 'The digital screen ... the rented room.'
Correct the single punctuation error in the above sentence. (1)
- 5.3 Using a suffix, change the word 'digital' (line 3) to an adverb. (1)
- 5.4 Write the word 'aircon' (line 4) out in full. (1)
- 5.5 Provide the superlative form of 'accountable' (line 5). (1)
- 5.6 Explain the expression, 'to ruffle major feathers' (line 7). (1)
- 5.7 Refer to line 9.
What is the root word of 'vacationers'? (1)
- 5.8 Give the antonym of 'boomed' (line 10) in the context of the sentence. (1)



5.9 Refer to paragraph 4.

Create a single sentence from the following two sentences:

'With over 5,6 million active listings worldwide, Airbnb is filling a very important gap in the market. They offer rentals, perfect for flexible, adventure travellers looking for fuss-free bookings' (lines 11–13).

(1)

5.10 Refer to line 12.

'Airbnb is filling a very important gap in the market.'

Convert the above sentence to the passive voice.

(1)

[10]

TOTAL SECTION C: 30
GRAND TOTAL: 70





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ENGLISH HOME LANGUAGE P1

2023

MARKING GUIDELINES

MARKS: 70

These marking guidelines consist of 9 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 response of a South African, is to lighten the tension through humour (1), when facing a crisis (1).
[Award 1 mark for lifting.] (2)
- 1.2 People have access to news around the world through social media platforms. (1)/Social media allows people to find interesting ways to comment on the news. (2)
[Award 1 mark for lifting.] (2)
- 1.3 The use of a question at the beginning of the paragraph introduces the writer's argument/engages the reader's interest.
[Award 2 marks for one idea.] (2)
- 1.4 The writer presents a favourable (biased) view of 'pavement radio', where he suggests that it is an uncensored form of communication which challenges official information. This view ignores the possibility of misinformation being spread via unofficial channels.
- OR**
- The writer cites academic research on 'pavement radio' in the South African context which objectively presents this form of communication as an effective method of social and political commentary to counteract propaganda.
[Award 3 marks only if a comment is made.]
[Credit mixed responses.] (3)
- 1.5 Humour helps to build the community through integrating the traditional practices of storytelling and the communal interpretation of the narratives into the creation of humour. This practice unifies people in their common experience of enduring stressful situations.
[Award 3 marks for two ideas well-discussed.] (3)
- 1.6 The diction conveys the writer's distrust of the mainstream media. He refers to it as tainted: it is 'tightly controlled' by the authorities and 'compliant' which causes 'widespread distrust'. 'Widespread corruption' limits the credibility of the mainstream media and so generates a lack of respect on the part of the citizens.
[Award 1 mark for identification of attitude and 2 marks for any ONE example of diction well-discussed.] (3)

- 1.7 The paragraph underscores the writer's argument that the people were easily manipulated by mainstream media. It is a concise assertion that draws the reader in by showing empathy with the common plight of the man in the street/there is a distrust of official channels and humour is used as an antidote to disturbing issues.
- [Award 1 mark for impact and 2 marks only if a critical comment is made.]
[Credit valid alternative responses.] (3)
- 1.8 The conclusion is valid as the writer cautions us that we need to take 'pavement' media seriously. He further recommends that an understanding of this culture and how it functions will enable us to address the current problems more effectively. He ends off with the paradox that humour and jokes are actually deadly serious which suggests their immense impact as well as the serious issues they are addressing.
- [Award 3 marks only if two valid aspects are discussed.]
[Credit valid alternative responses.] (3)
- 1.9 The woman is depicted as suffering hardship/being trapped by deadly forces/looking anxious/holding a begging bowl in her hand/carrying a baby on her back/wearing broken shoes/crying. These reveal her poverty and vulnerability.
- [Award 2 marks for two distinct points.]
[Credit reference to the position of the woman in the cartoon.] (2)
- 1.10 The poor character is hemmed in by the looming monster made up of Covid-19 viruses and the figure of the grim reaper (poverty and hunger) with outstretched arms and a scythe. The cemetery in the background represents death. These threats suggest that her situation is hopeless and she is caught between 'a rock and a hard place'. This captures the cartoonist's message that there is no way out of her dire situation.
- [Award 3 marks only if both the visual and verbal cues are commented on.] (3)
- 1.11 Paragraph 9 of Text A highlights the trauma and stresses caused by Covid-19/racial and socio-economic inequalities. In Text B, the crises of poverty and hunger are presented alongside the deadly Covid-19 pandemic. 'The daily tally of the infected and dead' referred to in Text A, is represented by the cemetery in Text B. Text B depicts the seriousness of the situation in a graphic manner.
- OR**
- Paragraph 9 of Text A discusses how humour is used as 'a coping mechanism' for removing the 'sting' of the problems caused by Covid-19/racial and socio-economic inequalities. However, Text B foregrounds the pain and suffering caused by Covid-19; it does not use humour as 'a coping mechanism'. Text B shows that there is nothing humorous that could alleviate the sense of anguish or diminish the harrowing situation which is represented.
- [Award 4 marks only if the candidate has made reference to both paragraph 9 of Text A and Text B.]
[Credit a mixed response.] (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	'Less obvious, but more important is to understand that the brain of teenagers is only about 80% complete by adolescence.'	1	Teenagers do not have a fully developed brain.
2	'Teenagers are wired for risk-taking, novelty and reward-seeking.'	2	Teenagers engage in risky behaviour.
3	'But the frontal and pre-frontal cortex, the parts of the brain responsible for executive functions, cause and effect, empathy and impulse control, are not fully connected until the mid-20s.'	3	Key areas of the brain which control actions, understanding and impulsivity are undeveloped until young adulthood.
4	'They lack the split-second decision-making ability that might warn them of possible danger.'	4	They are unable to act decisively in a tricky situation.
5	'Teens are impressionable which makes them absorb information easily.'	5	Teenagers are impressionable and are more receptive to information.
6	'But being so open also makes them susceptible to danger.'	6	Their lack of discernment makes teenagers vulnerable.
7	'... the digital invasion has resulted in the most overstimulated generation in history. Their heightened reward centres will respond to good marks at school, but will also keep them hooked to 'likes' on their phones and to the repetition of playing and winning digital games.'	7	Teenagers respond positively to rewards due to the influence of the digital age.
8	'The teen brain can get addicted harder, faster and for longer than an adult brain, with permanent damage in some cases.'	8	Teenagers are prone to harmful, addictive tendencies.
9	'But they're also at an age of self-discovery and identity-seeking, and respond well to scientific facts and data.'	9	Teenagers are drawn to scientific information, on their journey of self-discovery and identity-seeking.
10	'... teen rebellion, withdrawal, or a stubborn lack of communication is often the result of parents getting in the way via preaching, knowing better, or just wanting to be protective.'	10	Parents who are overbearing cause rebellious behaviour from their teenager.
11	'Teens are in a period of preparation towards integrated behaviour and realistic goal setting.'	11	Teenagers are being prepared for the real world.

PARAGRAPH FORM

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

Teenagers do not have a fully developed brain. Key areas of the brain which control actions, understanding and impulsivity are undeveloped until young adulthood. Consequently, teenagers engage in risky behaviour. They are unable to act decisively in tricky situations. Although teenagers are able to absorb scientific information easily, their lack of discernment makes them vulnerable to various media and they respond positively to rewards due to the influence of the digital age. In addition, they are prone to addictive tendencies. Parents must avoid being overbearing, as this will encourage rebellious behaviour. They should acknowledge that their teenager is preparing to take on adult responsibilities.

(104 words including all possible points)

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 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 It is a mail service that delivers post directly to clients./It is a mail service that distributes promotional material.

[Award 1 mark for the correct identification of the service and 1 mark for the description.]

(2)

- 3.2 The advertiser claims that advertising on a screen can be easily ignored by the viewer. However, direct mail is compelling and cannot be cast aside/ignored. This makes it a more aggressive/bolder medium of advertising and hence more effective.

[Award 3 marks only if a comment is made.]

(3)

- 3.3 **YES**

The advertiser is encouraging the consumer to use direct marketing to advertise as it promotes immediate marketing in real time. The woman in the picture is enjoying the experience one can have as a benefit of direct marketing ('in a one-on-one personal and measurable way'). The lollipop is foregrounded/is the focal point of the advertisement. The thought bubbles invite/entice the reader to 'imagine' the sensory experience as well.

OR

NO

The image has no direct relationship with the advertiser or the service being offered. Sweets are universally desirable and anticipated whereas the products which could be distributed via the Post Office's direct mail, could be spam or irrelevant to the customer, and so immediately discarded. There is no guarantee that the customer will be more engaged through this service than through electronic marketing.

[Award 3 marks only if the candidate refers to both the visual image and the message of the advertisement.]

[Credit a mixed response.]

(3)

3.4 The ellipsis is used to indicate ongoing thought/stimulate the imagination. (1)

3.5 You (can)/He (can)/She (can)/We (can)/They (can)/One (can)/
A customer (can)/Customers (can)

[Credit the use of a person's name.]

[Accept valid alternative responses.]

(1)

[10]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

4.1 Charlie Brown is happy/self-assured/excited as shown by his jaunty step/
beaming smile/desire to change/outstretched arm showing the note/spoken
words ('PROUD OF ME'/'MY YEAR OF DECISION').

[Award 1 mark for the mood and 1 mark for an explanation.]

(2)

4.2 In FRAME 4, Charlie's viewpoint is that he is committed to being a better and
more decisive person. This is shown by his self-satisfied smile and bold
stance. The cartoonist places him in a frame of his own. Lucy, by contrast,
has chosen to wallow in self-pity and regret. This is indicated by her
despairing look and outstretched arms, in FRAME 5. This decision is further
highlighted in FRAME 6 by her downturned mouth and folded arms. Her
verbal retort ('I'm going to cry over spilt milk') reinforces this view.

[Award 3 marks only if reference is made to the viewpoints and depiction of
both characters.]

(3)

4.3 Despite Charlie's initial optimism in the introductory frames, in FRAME 10, he
abandons his decision to be a better person after being defeated by Lucy's
fatalistic attitude. Charlie is unable to convince himself or Lucy by the end of
the cartoon. His weakness adds to the anti-climax of the final frame.

OR

Charlie asks for validation from Lucy in FRAME 3, but is side-lined by Lucy's
dominant and opinionated/self-absorbed personality. This leads to the ironic
conclusion that Charlie becomes a victim of his own question and discards
the paper in defeat.

[Award 3 marks only if a critical comment is provided.]

(3)

4.4 Lucy said (that) **she was** (1) going to spend **that** (1) whole year regretting the
past.

(2)

[10]

QUESTION 5: USING LANGUAGE CORRECTLY

- 5.1 A TikToker with the username @paperice shared a video of a gadget **she/he** encountered while at an Airbnb.
OR
A TikToker with the username @paperice shared a video of a gadget encountered while at an Airbnb. (1)
- 5.2 host's/hosts' (1)
- 5.3 digitally (1)
- 5.4 air conditioner/air conditioning (1)
- 5.5 most accountable (1)
- 5.6 To upset someone considerably.
[Accept valid alternative responses that indicate the severity of the expression.] (1)
- 5.7 vacate/vacation (1)
- 5.8 declined/plummeted/dropped/dwindled
[Accept valid alternative responses in context.] (1)
- 5.9 With over 5.6 million active listings worldwide, Airbnb is filling a very important gap in the market, offering rentals perfect for flexible, adventure travellers looking for fuss-free bookings.
[Accept valid alternative responses.] (1)
- 5.10 A very important gap in the market **is being filled by** Airbnb. (1)
- [10]**

TOTAL SECTION C: 30
GRAND TOTAL: 70

