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ST BENEDICT'S

NAME		CLASS	12
SUBJECT	English - Paper 1	DATE	September 2021
GRADE	12	MARKS	100
EXAMINER	English Department	MODERATORS	English Department

Question 1	Question 2	Question 3/4	Question 5	Question 6	Total
(25)	(10)	(30)	(25)	(10)	(100)

MEMO

INSTRUCTIONS

1. This question paper consists of pages and an insert of 6 pages. Please check that your question paper is complete.
2. Answer all the questions.
3. Number your answers exactly as the questions are numbered.
4. Do not write in the margin.
5. Answers must be written in the Answer Book provided.
6. It is in your own interest to write legibly and to present your work neatly.

QUESTION 1**COMPREHENSION****25 MARKS**

Refer to **TEXT 1** on pages 1 and 2 of the insert, and answer the questions below.

- 1.1 Explain the effectiveness of the title in introducing the content of the text. Your answer needs to provide a definition of “snowflake generation”. (2)

Title indicates that the generation of young people is weak like snowflakes and they are offended very easily. Now they are looking to destroy comedy because they feel that comedians are not sufficiently politically correct. The rhetorical question allows the reader to think about his/her own position on this debate and introduces the topic effectively.

A 2 mark question that requires uni-structural thinking. Demonstrates understanding and application, literal comprehension and reorganisation	
Marks	Skills
2	The excellent response: • is complete and accurate
1 ½	The good response: • is partially complete and accurate or • is complete and mostly accurate
0 – 1	The incomplete response: • is inaccurate or only includes one half of the required response

- 1.2 Considering the diction and tone used in the sub-heading how does the writer position herself in relation to her subject matter? (3)

Diction such as, “forcing, delicately tip-toe, self-censoring, avoiding offensive topics” in the sub-heading positions the writer to believe that comedians nowadays are being forced to reconsider their work in case they offend anyone with their material. Her tone is disbelieving, she’s questioning, unsure of the answer.

A 3 mark question that requires multi-structural thinking. Demonstrates understanding, application, analysis, inferential comprehension of implied and figurative meanings	
Marks	Skills
3	The excellent response: • engages with all aspects of the question and provides the required evidence • indicates a clear understanding of the significance of each element
2 ½	The good response:

	- is multi-structural, but not integrated or - is convincing but incomplete - provides evidence if required
2	The average response: - is either one-dimensional, without sufficient evidence, or is superficial and general - does not provide enough relevant justification - demonstrates that the candidate understands the issue
1 ½	The incomplete response: - demonstrates a flawed or incomplete understanding of what has been asked - indicates an understanding of the text - attempts to use the text to answer the question, but reasoning is concrete or simplistic
0 – 1	The inadequate response: indicates only partial understanding of this aspect of the text

- 1.3 According to paragraphs 1 and 2, what is the purpose of comedy? Your response must be in your own words. (3)

Comedy is used to criticise those in power, and societal norms; it relieves people of stress; allows us to laugh at ourselves and our society. Comedy stretches the boundaries however of what is acceptable in society and therefore can offend too. The debate now hinges on whether comedy can continue to do so or not. (This question must be answered in a boy's own words. Any lifting must be marked down.)

A 3 mark question that requires multi-structural thinking. Demonstrates understanding, application, analysis, inferential comprehension of implied and figurative meanings	
Marks	Skills
3	The excellent response: - engages with all aspects of the question and provides the required evidence - indicates a clear understanding of the significance of each element
2 ½	The good response: - is multi-structural, but not integrated or - is convincing but incomplete

	provides evidence if required
2	The average response: - is either one-dimensional, without sufficient evidence, or is superficial and general - does not provide enough relevant justification - demonstrates that the candidate understands the issue
1 ½	The incomplete response: - demonstrates a flawed or incomplete understanding of what has been asked - indicates an understanding of the text - attempts to use the text to answer the question, but reasoning is concrete or simplistic
0 – 1	The inadequate response: indicates only partial understanding of this aspect of the text

1.4 “Nobody seems to be able to tell the difference between a racist joke and a liberal joke that comments on racism.”

How does the word order of this sentence affect the meaning? (2)

“Racist” has been used as an adjective to describe a type of joke. This is not acceptable. “A liberal joke that comments on racism” positions racism as a noun and makes the joke seem satirical/commenting on racism in society.

A 2 mark question that requires uni-structural thinking. Demonstrates understanding and application, literal comprehension and reorganisation	
Marks	Skills
2	The excellent response: is complete and accurate
1 ½	The good response: - is partially complete and accurate or - is complete and mostly accurate
0 – 1	The incomplete response: is inaccurate or only includes one half of the required response

- 1.5 According to the writer in paragraphs 5, 6 and 7, social media “exacerbates the issue.” To what extent do you agree with the writer that social media is to blame for the way in which comedy is being delivered and understood? (4)

Social media provided a platform for people to express their opinions on just about anything. Everyone has become an expert and feels the need to voice their ideas, “everybody getting offended about everything”. In this way, comedy has been taken out of context, is understood too literally and anyone can take offense to almost anything. People are ultimately the problem “moralistic response is more commonplace than ever before”, “escalation of narcissistic behaviour” but social media provides the platform for them to rant. “An inevitable byproduct of social media...offence-seeking has turned into a kind of amateur sport.” (Response must provide an understanding of both sides of the argument, acknowledging that people are the ones manipulating social media).

A 4 mark question that requires relational thinking. Demonstrates understanding, application, analysis, complex inference or synthesis. This answer could require evaluation or appreciation.	
Marks	Skills
4	The excellent response: • is complete, addressing all aspects of the question and drawing them together accurately • links all the ideas and provides the required evidence • demonstrates understanding applied to familiar contexts • integrates all elements, making connections and demonstrating a clear understanding of how the parts contribute to the whole
3 – 3 ½	The good response: • shows that the significance of each element is understood, but an aspect of the answer is not clearly explained or • addresses each element, but does not successfully link them • is not entirely convincing and/ or does not convey a clear understanding of how the parts contribute to the whole
2 ½	The average response: • is multi-structural, but addresses the elements in an incomplete or flawed way • does not link elements or does not demonstrate an understanding of the significance of the elements • omits or misunderstands a key element
2	The incomplete response: • is one-dimensional, omitting more than one element • indicates a flawed understanding of the question and/or the text

0 – 1 ½	The inadequate response: attempts to address aspects of the question, but indicates only partial understanding
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- 1.6 Consider Sofie Hagen’s views on politically correct comedy (paragraphs 9,10,11) as well as the definition of “freedom of speech” and the meme below. Discuss whether Sofie Hagen would agree that in self-censoring her material, she is infringing upon her freedom of speech. Your response must refer to all three texts. (5)

Definition:

Freedom of Speech: the power or right to express one's opinions without censorship, restraint, or legal penalty. (Oxford dictionary)

Meme:



In paragraphs 9-11, Sofie Hagen says that comedians need to self-censor their work to make their comedy accessible and appreciated by all. She says that it doesn’t detract from the comedy but makes the jokes less offensive. Therefore, she would not believe that her power to express her opinions is being taken away, (as suggested by the definition), rather that it is being repackaged to be more acceptable. She would not agree with the meme that “being offended is a small price to pay for having freedom of speech”. Sofie would argue that “comedians can positively contribute to the world by being politically correct, and not being toxic” and that this doesn’t mean that they are removing their freedom of speech as she argues that “the joke must come before the semantics”. (Response must look at what Sofie is explaining in TEXT 1, and then compare it to Definition and Meme for full marks to be awarded.)

A 5-mark question that requires extended abstract thinking. The response demonstrates understanding, application, analysis, complex inference and/or synthesis, evaluation or appreciation.	
Marks	Skills
5	The excellent response: • is complete and detailed, making specific reference to more than one element of the required text(s) • makes insightful links between the question and the text(s) • provides evidence that understanding can be transferred to a new contexts • integrates all elements, making connections and demonstrating a clear understanding of how the parts contribute to the whole
4 – 4 ½	The very good response: • makes specific reference to the required text(s) • makes accurate links between the question and the text(s) • provides evidence that understanding can be applied to familiar contexts • integrates the key elements, making connections and demonstrating a clear understanding of how the parts contribute to the whole
3 – 3 ½	The average response: • refers to the required text(s) in a general way without addressing all aspects • makes simple, underdeveloped links between the question and the text(s) • could be complete, without the required references or evidence • does not demonstrate an understanding of the significance of the whole determined (does not clarify/ establish the significance of the whole)
2 – 2 ½	The incomplete response: • refers to the text(s) in a general way • is inaccurate or simplistic • demonstrates concrete thinking and an incomplete understanding of the elements
0 – 1 ½	The inadequate response: • refers to the text(s) • does not answer the question because of a lack of understanding

- 1.7 James Woroniecki comments that “language is shifting” in recent times in paragraph 13. How does this idea help comedians in their work? (2)

Comedians are having to become more culturally sensitive and use language that reflects that. However, according to Worniecki, that also means that comedians need to become funnier, their jokes need to be more direct and effective. Then people will not take offense to them.

A 2 mark question that requires uni-structural thinking. Demonstrates understanding and application, literal comprehension and reorganisation	
Marks	Skills
2	The excellent response: • is complete and accurate
1 ½	The good response: • is partially complete and accurate or • is complete and mostly accurate
0 – 1	The incomplete response: • is inaccurate or only includes one half of the required response

- 1.8 Rewrite Woroniecki's words in paragraph 16 in Reported speech. (2)

Woroniecki said that a highly capable comic such as those **they booked could address** difficult and challenging subjects with such a level of hilarity that no offense **could be taken**.

A 2 mark question that requires uni-structural thinking. Demonstrates understanding and application, literal comprehension and reorganisation	
Marks	Skills
2	The excellent response: • is complete and accurate
1 ½	The good response: • is partially complete and accurate or • is complete and mostly accurate
0 – 1	The incomplete response: • is inaccurate or only includes one half of the required response

- 1.9 Explain whether the colon has been used for the same reasons in paragraphs 1 and 4. Provide a reason for your answer that considers the context of the use of the colon in each paragraph. (2)

In paragraph 1, the colon indicates a question to follow. In paragraph 4, the colon indicates the start of direct speech or a quote therefore the two colons are being used for different reasons.

A 2 mark question that requires uni-structural thinking. Demonstrates understanding and application, literal comprehension and reorganisation	
Marks	Skills
2	The excellent response: • is complete and accurate
1 ½	The good response: • is partially complete and accurate or • is complete and mostly accurate
0 – 1	The incomplete response: • is inaccurate or only includes one half of the required response

QUESTION 2

SUMMARY

10 MARKS

Refer to **TEXT 2**, **TEXT 3** and **TEXT 4** on pages 3 and 4 of the insert.

As a matriculant of 2021, you have experienced a difficult year. You have been asked by your English teacher to present a **speech** to the matric class of 2022 explaining **why** it has been so **difficult to find motivation** this year and **what could be done to improve motivation** in young adults.

- Your summary must be in the form of **one** paragraph, **using no more than 90 words**.
- Your language use must **be accurate** and in an **appropriate register**.
- Provide an **accurate word count** at the end of your summary.
- Use your own words. "Cutting and pasting" of information is not acceptable.

SUMMARY RUBRIC

Global marking, giving credit for concise and coherent sentences expressed in the candidate's own words.

Very Good	Good	Average	Below Average	Very Weak
8 ½	7	5½	4	1
9	7½	6	4½	2
10	8	6½	5	3

Very Good: Candidates producing a very good summary will demonstrate that they can successfully select relevant information from the different parts of the text/s. Candidates will expertly synthesise that information to suit the new context and fulfil the specific requirements of the summary task. The register will be consistently appropriate, and the summary will stand alone as a successful, cohesive text. Expression will be excellent and will demonstrate a mastery of the language. Full and coherent sentences will be used resulting in a well-crafted, stylistically superior text. A summary in this category that exceeds the word limit can be awarded a maximum of 9.

Good: A candidate producing a good summary will be able to discern which aspects of the text are relevant, and will be able to synthesise these and convey them in his/ her own words. The summary will successfully meet the requirements specified in the instructions. Candidates will use the appropriate register and this will be well sustained throughout the summary. The expression in such summaries will demonstrate clarity that is not evident in the average summary. Full and coherent sentences will be used and will be well-sustained throughout the

summary. A summary in this category that exceeds the word limit can be awarded a maximum of 7.

Average: A candidate producing an average summary will demonstrate an ability to discern which aspects of the text are relevant, and will be able to put these into his/her own words most of the time. There may be instances of lifting or lapses that display faulty selection, the incorrect emphasis, or difficulty with synthesis. The register will mostly be appropriate for the task although minor lapses may occur.

Expression will be merely competent and there may be lapses in the construction of full sentences. A summary in this category that exceeds the word limit can be awarded a maximum of 5 ½.

Below average: A candidate producing a below average summary will demonstrate an ability – some of the time – to discern which parts of the texts are relevant, but may not be able to put this into his/ her own words effectively. In some instances large sections of the original texts will be lifted and reproduced. It is likely that the register will not be appropriate or that the new text will not meet the requirements of the task. Expression is likely to be flawed, but will not impede understanding. A summary in this category that exceeds the word limit can be awarded a maximum of 4.

Very Weak: Summaries in this category will show extremely limited – if any – understanding of the text. This will be evident through an inability to select appropriate parts of the text to summarise or through excessive cutting and pasting.

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Register will not be appropriate. Expression is likely to be poor, impeding understanding.

- Stop reading from 10 words over the word count.
- Subtract 1 mark for the following, up to a maximum of minus 2 marks:
 - If no word count is provided.
 - If an inexcusably inaccurate word count has been provided.

QUESTION 3**SEEN POETRY****16 MARKS**

Refer to the poems “No Longer mourn for me” by Shakespeare and “Ulysses” by Tennyson and answer the questions that follow each poem.

Sonnet 71: No Longer mourn for me*by William Shakespeare*

No longer mourn for me when I am dead
 Then you shall hear the surly sullen bell
 Give warning to the world that I am fled
 From this vile world with vilest worms to dwell;
 Nay, if you read this line, remember not
 The hand that writ it; for I love you so,
 That I in your sweet thoughts would be forgot,
 If thinking on me then should make you woe.
 O, if (I say) you look upon this verse,
 When I (perhaps) compounded am with clay,
 Do not so much as my poor name rehearse,
 But let your love even with my life decay,
 Lest the wise world should look into your moan,
 And mock you with me after I am gone.

4

8

12

- 3.1 **Identify and comment** on the tone of the sonnet in conveying Shakespeare's thoughts of how his lover should grieve. (2)

The tone is **matter-of-fact / mechanical/ logical / pragmatic** in that Shakespeare speaks of his own demise in very logical terms and dictates HOW his lover should mourn - his lover must forget him or his mourning and grief will be ridiculed / seen to be a weakness. (2)

A 2 mark question that requires uni-structural thinking.
Demonstrates understanding and application, literal comprehension and reorganisation

Marks	Skills
2	The excellent response: is complete and accurate
1 ½	The good response: - is partially complete and accurate or - is complete and mostly accurate
0 – 1	The incomplete response: is inaccurate or only includes one half of the required response

3.2.1 *From this vile world with vilest worms to dwell; (line 4)*

Discuss the speaker's view of the world as revealed in this line and explain why he views the world in this manner. (2)

The speaker's view of the world is one of disdain / dislike - he sees the world as vile and he sees the world in this way as people are judgemental and disapproving of his love (ie: he and his lover). (2)

A 2 mark question that requires uni-structural thinking. Demonstrates understanding and application, literal comprehension and reorganisation	
Marks	Skills
2	The excellent response: is complete and accurate
1 ½	The good response: - is partially complete and accurate or - is complete and mostly accurate
0 – 1	The incomplete response: is inaccurate or only includes one half of the required response

3.2.2 **Explain** the irony of the phrase *wise world (line 13)* when compared to the above line 4. (2)

This line is ironic because Shakespeare had previously referred to the world as 'vile' and states that the world will 'mock' his lover should his lover show that he loved him and is grieving. (2)

A 2 mark question that requires uni-structural thinking. Demonstrates understanding and application, literal comprehension and reorganisation	
Marks	Skills
2	The excellent response: is complete and accurate
1 ½	The good response: - is partially complete and accurate or - is complete and mostly accurate
0 – 1	The incomplete response: is inaccurate or only includes one half of the required response

- 3.3 **Comment** on the **effectiveness** of the structure of the sonnet in conveying the message of the poem. **Quote** from the poem to support your answer. (3)

The structure is a SONNET (1)

The sonnet creates a progression of ideas: from the physical (bell and grave) to the metaphysical (thought and grief). Shakespeare enables his lover to go through stages of grief and prepare him (and us) for the revelation and social message at the end - which saddens us more than the thought of his death (2)

A 3 mark question that requires multi-structural thinking. Demonstrates understanding, application, analysis, inferential comprehension of implied and figurative meanings	
Marks	Skills
3	The excellent response: - engages with all aspects of the question and provides the required evidence - indicates a clear understanding of the significance of each element
2 ½	The good response: - is multi-structural, but not integrated or - is convincing but incomplete - provides evidence if required
2	The average response: - is either one-dimensional, without sufficient evidence, or is superficial and general - does not provide enough relevant justification - demonstrates that the candidate understands the issue
1 ½	The incomplete response: - demonstrates a flawed or incomplete understanding of what has been asked - indicates an understanding of the text - attempts to use the text to answer the question, but reasoning is concrete or simplistic
0 – 1	The inadequate response: indicates only partial understanding of this aspect of the text

3.4 **Discuss** the profound revelation of the rhyming couplet and how it creates a paradox with the message of the poem. **Quote** from the poem to support your answer. (3)

A 3 mark question that requires multi-structural thinking. Demonstrates understanding, application, analysis, inferential comprehension of implied and figurative meanings	
Marks	Skills
3	The excellent response: - engages with all aspects of the question and provides the required evidence - indicates a clear understanding of the significance of each element
2 ½	The good response: - is multi-structural, but not integrated or - is convincing but incomplete - provides evidence if required
2	The average response: - is either one-dimensional, without sufficient evidence, or is superficial and general - does not provide enough relevant justification - demonstrates that the candidate understands the issue
1 ½	The incomplete response: - demonstrates a flawed or incomplete understanding of what has been asked - indicates an understanding of the text - attempts to use the text to answer the question, but reasoning is concrete or simplistic
0 – 1	The inadequate response: indicates only partial understanding of this aspect of the text

The revelation is a dual one. Firstly - any world that mocks people who mourn is not a 'wise' world and this reveals Shakespeare's ideas on the cruelty of humans and how love and grief are almost sacred and should not be ridiculed (3)

Alternatively, the revelation that through his poem - no one has forgotten him and therefore we grieve repeatedly when we read the poem as the poem is testament to his life and the cruelty faced from a cruel world. However, through this, Shakespeare has shown how society was judgemental then and what truly disturbs us as we read this, is that not much has changed. (3)

3.5

UlyssesBY ALFRED, LORD TENNYSON

It little profits that an idle king,
 By this still hearth, among these barren crags,
 Match'd with an aged wife, I mete and dole
 Unequal laws unto a savage race,
 That hoard, and sleep, and feed, and know not me. 5
 I cannot rest from travel: I will drink
 Life to the lees: All times I have enjoy'd
 Greatly, have suffer'd greatly, both with those
 That loved me, and alone, on shore, and when
 Thro' scudding drifts the rainy Hyades 10
 Vext the dim sea: I am become a name;
 For always roaming with a hungry heart
 Much have I seen and known; cities of men
 And manners, climates, councils, governments,
 Myself not least, but honour'd of them all; 15
 And drunk delight of battle with my peers,
 Far on the ringing plains of windy Troy.
 I am a part of all that I have met;
 Yet all experience is an arch wherethro'
 Gleams that untravell'd world whose margin fades 20
 For ever and forever when I move.
 How dull it is to pause, to make an end,
 To rust unburnish'd, not to shine in use!
 As tho' to breathe were life! Life piled on life
 Were all too little, and of one to me 25
 Little remains: but every hour is saved
 From that eternal silence, something more,
 A bringer of new things; and vile it were
 For some three suns to store and hoard myself,
 And this gray spirit yearning in desire 30
 To follow knowledge like a sinking star,
 Beyond the utmost bound of human thought.
 This is my son, mine own Telemachus,
 To whom I leave the sceptre and the isle,—
 Well-loved of me, discerning to fulfil 35
 This labour, by slow prudence to make mild
 A rugged people, and thro' soft degrees
 Subdue them to the useful and the good.
 Most blameless is he, centred in the sphere
 Of common duties, decent not to fail 40
 In offices of tenderness, and pay

Meet adoration to my household gods,
When I am gone. He works his work, I mine.

There lies the port; the vessel puffs her sail:
There gloom the dark, broad seas. My mariners, 45
Souls that have toil'd, and wrought, and thought with me—
That ever with a frolic welcome took
The thunder and the sunshine, and opposed
Free hearts, free foreheads—you and I are old;
Old age hath yet his honour and his toil; 50
Death closes all: but something ere the end,
Some work of noble note, may yet be done,
Not unbecoming men that strove with Gods.
The lights begin to twinkle from the rocks:
The long day wanes: the slow moon climbs: the deep 55
Moans round with many voices. Come, my friends,
'T is not too late to seek a newer world.
Push off, and sitting well in order smite
The sounding furrows; for my purpose holds
To sail beyond the sunset, and the baths 60
Of all the western stars, until I die.
It may be that the gulfs will wash us down:
It may be we shall touch the Happy Isles,
And see the great Achilles, whom we knew.
Tho' much is taken, much abides; and tho' 65
We are not now that strength which in old days
Moved earth and heaven, that which we are, we are;
One equal temper of heroic hearts,
Made weak by time and fate, but strong in will
To strive, to seek, to find, and not to yield. 70

Compare how the poem *No longer mourn for me* examines the idea of legacy and how this contrasts with the idea of legacy held in the poem *Ulysses*. Your response must refer closely to both poems. (4)

The concept of legacy is hidden in the poem *No longer mourn* as Shakespeare's intention was not to reveal his legacy in the poem. He wanted his lover to forget him and, through that, forget his legacy. However, Ulysses speaks of his legacy as almost a legendary figure but how he can always do more - to go until the very last moment and live a life that is full and phenomenal. His legacy is left to his son (as a leader) and as a legend. But the point is that he LIVED rather than focusing on death. **Any suitable quotes to from EACH poem to support argument. (4)**

A 4 mark question that requires relational thinking. Demonstrates understanding, application, analysis, complex inference or synthesis. This answer could require evaluation or appreciation.	
Marks	Skills
4	The excellent response: • is complete, addressing all aspects of the question and drawing them together accurately • links all the ideas and provides the required evidence • demonstrates understanding applied to familiar contexts • integrates all elements, making connections and demonstrating a clear understanding of how the parts contribute to the whole
3 – 3 ½	The good response: • shows that the significance of each element is understood, but an aspect of the answer is not clearly explained or • addresses each element, but does not successfully link them • is not entirely convincing and/ or does not convey a clear understanding of how the parts contribute to the whole
2 ½	The average response: • is multi-structural, but addresses the elements in an incomplete or flawed way • does not link elements or does not demonstrate an understanding of the significance of the elements • omits or misunderstands a key element
2	The incomplete response: • is one-dimensional, omitting more than one element • indicates a flawed understanding of the question and/or the text
0 – 1 ½	The inadequate response: • attempts to address aspects of the question, but indicates only partial understanding

QUESTION 4

UNSEEN POETRY

14 MARKS

Refer to the poems, “There Is No Scar, Only Absence” by Dzukogi and the extract from “To Night” by Shelley answer the questions that follow each poem.

There Is No Scar, Only Absence

by Saddiq Dzukogi *(A Nigerian poet currently studying for a PHD in Literature at the University of Nebraska-Lincoln, USA. He is active on social media as well as being a published author).*

After Assar, I sit on the tail end
of our house where birds nest
on a lemon tree. A snake

bunches half its body on a height,
while the rest creeps along a branch,
niggling its head sluggishly
into a nest, and as the yard grows quiet,
feasts on newly laid eggs. In my hands
a thread goes into another thread,
until a blanket grows out of my crochet
and rests on my lap. Night, like my blanket,
covers what light remains

5

of the day. I reach deep
into my throat and say a prayer;

of the many things that can kill me
death is not one of them. However,
the earth is the snake that will

15

consume me like an egg.
I'll live longer than the silence a corpse
leaves behind.

20

Nothing of the egg remains.
But, as for me, my stories will linger

like a neckbone
that can withstand a hangman's noose.
Tomorrow, when mother bird returns,

25

I'll repeat my wife's mantra;
a scar is not a flaw, just a story
that sticks to our skin.

Glossary:

1. *Assar (line 1): Localised phonetic spelling (spelt how it is said) of Asr – the fifth prayer of the day, after sunrise, practised in the Muslim faith.*
2. *Niggling (line 6): something that causes persistent but mild annoyance or discomfort.*
3. *Sluggishly (line 6): slow in movement.*
4. *Mantra (line 26): a statement that is repeated often for emphasis; a repeated invocation or prayer in chanting or meditation.*

- 4.1 **What message** do you think the poet is trying to convey in his poem? **Quote** from the poem to support your answer. (2)

The message is that while we die, our stories live on in those who remember us. That we all are 'consumed like an egg by the earth' but our 'neckbones withstand the hangman's noose' and we linger in our faith, our family and in the stories of which we are part. (2)

A 2 mark question that requires uni-structural thinking. Demonstrates understanding and application, literal comprehension and reorganisation	
Marks	Skills
2	The excellent response: • is complete and accurate
1 ½	The good response: • is partially complete and accurate or • is complete and mostly accurate
0 – 1	The incomplete response: • is inaccurate or only includes one half of the required response is complete and mostly accurate

- 4.2 **Examine** lines 5 – 8. **Comment** on how the diction and enjambment affects the mood in these lines. **Quote** to support your answer. (3)

A 3 mark question that requires multi-structural thinking. Demonstrates understanding, application, analysis, inferential comprehension of implied and figurative meanings	
Marks	Skills
3	The excellent response: • engages with all aspects of the question and provides the required evidence • indicates a clear understanding of the significance of each element

2 ½	The good response: • is multi-structural, but not integrated or • is convincing but incomplete • provides evidence if required
2	The average response: • is either one-dimensional, without sufficient evidence, or is superficial and general • does not provide enough relevant justification • demonstrates that the candidate understands the issue
1 ½	The incomplete response: • demonstrates a flawed or incomplete understanding of what has been asked • indicates an understanding of the text • attempts to use the text to answer the question, but reasoning is concrete or simplistic
0 – 1	The inadequate response: • indicates only partial understanding of this aspect of the text

The diction shows the slow, subtle action of the snake (niggling, sluggishly) and the enjambment helps create a fluid-like movement as the snake would have as it quietly climbs and devours the eggs in the nest. The diction and enjambment help create a threatening, insidious mood. (3)

- 4.3 Refer to lines 16 – 18. **Identify and explain** the effectiveness of the metaphor in these lines in supporting the intention of the speaker. (3)

The earth is compared to a snake that will consume the speaker - the image is effective as it helps emphasise the message that all that lives must die and we all eventually return to the earth (consumed like an egg). (3)

A 3 mark question that requires multi-structural thinking. Demonstrates understanding, application, analysis, inferential comprehension of implied and figurative meanings	
Marks	Skills
3	The excellent response: • engages with all aspects of the question and provides the required evidence • indicates a clear understanding of the significance of each element
2 ½	The good response: • is multi-structural, but not integrated

	or • is convincing but incomplete • provides evidence if required
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0 – 1	The inadequate response: • indicates only partial understanding of this aspect of the text

4.4 *my stories will linger*

like a backbone

that can withstand a hangman's noose. (lines 22-24)

Explain the poet's thoughts about art and legacy in the above lines. (2)

The lines reveal that the poet thinks that while our bodies may die, the stories that we create / leave behind withstand death and will linger / stay on and compares our stories / memories to an unbreakable neck. (2)

A 2 mark question that requires uni-structural thinking. Demonstrates understanding and application, literal comprehension and reorganisation	
Marks	Skills
2	The excellent response: • is complete and accurate
1 ½	The good response: • is partially complete and accurate or • is complete and mostly accurate
0 – 1	The incomplete response: • is inaccurate or only includes one half of the required response

4.5 Read the following extract from *To Night* by Shelley, answer the question that follows:

Extract:

Death will come when thou art dead,
Soon, too soon—
Sleep will come when thou art fled;
Of neither would I ask the boon
I ask of thee, beloved Night—
Swift be thine approaching flight,
Come soon, soon!

In each of the poems (*There Is No Scar, Only Absence* and *To Night*) a differing perspective on death and immortality is presented. **Examine** how these differing perspectives of the nature of death and immortality are presented in each poem. **Quote from both poems** to support your answer. (4)

The idea of Death in 'To Night' is one of finality - the end. Shelley says he does not want death and that death comes 'soon, too soon' and then that is it. We are dead. There seems to be a certainty and finality in that all that is born will die. Shelley makes not mention of legacy and Death is not the focal point of his poem. However, in 'There is no scar' - Death is seen as something that is natural and a part of life just like a snake consuming an egg. But the cycle does not end - we live on and our 'stories linger'. The idea of immortality is explored in greater depth in the unseen poem. (4)

A 4 mark question that requires relational thinking.

Demonstrates understanding, application, analysis, complex inference or synthesis.

This answer could require evaluation or appreciation.

Marks	Skills
4	The excellent response: • is complete, addressing all aspects of the question and drawing them together accurately • links all the ideas and provides the required evidence • demonstrates understanding applied to familiar contexts • integrates all elements, making connections and demonstrating a clear understanding of how the parts contribute to the whole
3 – 3 ½	The good response: • shows that the significance of each element is understood, but an aspect of the answer is not clearly explained or

	- addresses each element, but does not successfully link them - is not entirely convincing and/ or does not convey a clear understanding of how the parts contribute to the whole
2 ½	The average response: - is multi-structural, but addresses the elements in an incomplete or flawed way - does not link elements or does not demonstrate an understanding of the significance of the elements - omits or misunderstands a key element
2	The incomplete response: - is one-dimensional, omitting more than one element - indicates a flawed understanding of the question and/or the text
0 – 1 ½	The inadequate response: attempts to address aspects of the question, but indicates only partial understanding

QUESTION 5 VISUAL LITERACY**25 MARKS**

Refer to **TEXT 5**, **TEXT 6**, **TEXT 7** and **TEXT 8** on pages 5 and 6 of the insert as indicated in each question. Examine all texts before attempting to answer the questions.

Consider **TEXT 5**.

- 5.1 Explain why car customers today would find this advertisement humorous? Refer to visual and verbal details to support your answer. (3)

This would appear humorous because it seems funny today to have to replace a horse with a car. The cost of the car also appears to be very cheap ($\frac{1}{2}$ a cent a mile) when we know that cars are expensive. The speed of the car is rather slow in comparison with cars nowadays and the fact that the advertiser has to mention "no odor" and "no vibrations" seems rather humorous.

A 3 mark question that requires multi-structural thinking. Demonstrates understanding, application, analysis, inferential comprehension of implied and figurative meanings	
Marks	Skills
3	The excellent response: - engages with all aspects of the question and provides the required evidence - indicates a clear understanding of the significance of each element
2 $\frac{1}{2}$	The good response: - is multi-structural, but not integrated or - is convincing but incomplete - provides evidence if required
2	The average response: - is either one-dimensional, without sufficient evidence, or is superficial and general - does not provide enough relevant justification - demonstrates that the candidate understands the issue
1 $\frac{1}{2}$	The incomplete response: - demonstrates a flawed or incomplete understanding of what has been asked - indicates an understanding of the text - attempts to use the text to answer the question, but reasoning is concrete or simplistic
0 – 1	The inadequate response: indicates only partial understanding of this aspect of the text

Consider **TEXT 6**. This advertisement was produced in the 1960s which captured increasing tensions between car manufacturers.

- 5.2 How does the diction used in this advertisement position the customer to view his/her life's ambitions? (2)

The diction, "did you spend your youth dreaming about owning a Nissan/Mitsubishi" positions the customer to believe that unless you have the goal of owning a Porsche in your life, you will not be considered a successful person. Only by owning a sportscar that is "timeless and ahead of its time", can you be successful.

It also positions the customer to be one who has waited a long time for this and therefore deserves to be spoilt.

A 2 mark question that requires uni-structural thinking. Demonstrates understanding and application, literal comprehension and reorganisation	
Marks	Skills
2	The excellent response: is complete and accurate
1 ½	The good response: - is partially complete and accurate or - is complete and mostly accurate
0 – 1	The incomplete response: is inaccurate or only includes one half of the required response

- 5.3 By referring to visual and verbal clues, judge whether you believe this advertisement to be an example of creative advertising or is it merely belittling other car manufacturers. (4)

It is creative in the sense that the car is positioned in the middle of the advert, PORSCHE is written in large letters and font below the advert drawing attention to it. The use of the rhetorical question also draws the reader into the text and makes you think about what you want to achieve in life. However, it belittles other manufacturers too in suggesting that if you drive those cars, you will have failed in achieving your dream. It suggests that the other car manufacturers are less than Porsche, just average.

A 4 mark question that requires relational thinking. Demonstrates understanding, application, analysis, complex inference or synthesis. This answer could require evaluation or appreciation.	
Marks	Skills
4	The excellent response: • is complete, addressing all aspects of the question and drawing them together accurately • links all the ideas and provides the required evidence • demonstrates understanding applied to familiar contexts • integrates all elements, making connections and demonstrating a clear understanding of how the parts contribute to the whole
3 – 3 ½	The good response: • shows that the significance of each element is understood, but an aspect of the answer is not clearly explained or • addresses each element, but does not successfully link them • is not entirely convincing and/ or does not convey a clear understanding of how the parts contribute to the whole
2 ½	The average response: • is multi-structural, but addresses the elements in an incomplete or flawed way • does not link elements or does not demonstrate an understanding of the significance of the elements • omits or misunderstands a key element
2	The incomplete response: • is one-dimensional, omitting more than one element • indicates a flawed understanding of the question and/or the text
0 – 1 ½	The inadequate response: • attempts to address aspects of the question, but indicates only partial understanding

Consider **TEXT 7**.

5.4 What is the intention of the advertisement of the Mercedes SLK? (2)

To encourage you to buy a car that will take you on adventures. To appeal to your sense of adventure, risk taking, to make you believe that you can have a car as “extreme” as you.

A 2 mark question that requires uni-structural thinking. Demonstrates understanding and application, literal comprehension and reorganisation	
Marks	Skills
2	The excellent response: is complete and accurate
1 ½	The good response: - is partially complete and accurate or - is complete and mostly accurate
0 – 1	The incomplete response: is inaccurate or only includes one half of the required response

5.5 Refer to the text below and then answer the question that follows.

Marketers count on the excitement generated by this imagery to influence consumer decisions. These marketers are seeking those consumers most driven by “a need for speed.” These are called ‘Hedonistic Considerations’.

How often do we see a car that solely occupies space in an advert? It is a fantasy world that deceives not only the driver but demands that we all give way to that fantasy.

Source: <https://banprivatecarsinlondon.com/>

5.5.1 How does the writer of the text above criticize the intentions of these types of adverts? (3)

The writer of the text above criticizes advertisers for painting an unrealistic picture of what it means to drive a fast car. He says that they only appeal to hedonistic ideals and not to reality. It’s a fantasy world that is deceptive and therefore not attainable. When will you ever be able to sky-dive with your car? +quotes

A 3 mark question that requires multi-structural thinking. Demonstrates understanding, application, analysis, inferential comprehension of implied and figurative meanings	
Marks	Skills
3	The excellent response: - engages with all aspects of the question and provides the required evidence - indicates a clear understanding of the significance of each element
2 ½	The good response: - is multi-structural, but not integrated or - is convincing but incomplete - provides evidence if required
2	The average response: - is either one-dimensional, without sufficient evidence, or is superficial and general - does not provide enough relevant justification - demonstrates that the candidate understands the issue
1 ½	The incomplete response: - demonstrates a flawed or incomplete understanding of what has been asked - indicates an understanding of the text - attempts to use the text to answer the question, but reasoning is concrete or simplistic
0 – 1	The inadequate response: indicates only partial understanding of this aspect of the text

5.6 Refer to the sentence: “As extreme as you.”

Assess whether this statement is a complete sentence.

(2)

Not a complete sentence - lacking a subject and finite verb.

A 2 mark question that requires uni-structural thinking. Demonstrates understanding and application, literal comprehension and reorganisation	
Marks	Skills
2	The excellent response: is complete and accurate
1 ½	The good response:

	- is partially complete and accurate or - is complete and mostly accurate
0 – 1	The incomplete response: is inaccurate or only includes one half of the required response

5.7 *“With a retractable hard top, an hp supercharged engine and undeniable style, the SLK will take you anywhere you go.”*

5.7.1 Identify the main clause from the sentence above. (1)

The SLK will take you anywhere you go.

5.7.2 How does the sentence structure affect the meaning of the sentence? (2)

The sentence starts with a few phrases listing the features of the car which highlights how amazing this car is and therefore it will take you anywhere because it is so powerful.

A 2 mark question that requires uni-structural thinking. Demonstrates understanding and application, literal comprehension and reorganisation	
Marks	Skills
2	The excellent response: is complete and accurate
1 ½	The good response: - is partially complete and accurate or - is complete and mostly accurate
0 – 1	The incomplete response: is inaccurate or only includes one half of the required response

Consider **TEXT 8**.

- 5.8 In recent times, car manufacturers have shown a significant shift in values therefore leading to a shift in the way cars are advertised. Examine how this shift in values has been visually presented in this advertisement. (3)

The shift in values is displayed in the car undergoing a safety test. The car is not shown to be a stunning model, but rather destroyed for safety reasons. The use of the airbag also supports the safety appeal. The use of the panda highlights Fiat's commitment to environmental preservation as does their claim that they have the lowest carbon emission rates in Europe. The advert is not about how fast or beautiful the car is, it focuses on how safe and responsible it is.

A 3 mark question that requires multi-structural thinking. Demonstrates understanding, application, analysis, inferential comprehension of implied and figurative meanings	
Marks	Skills
3	The excellent response: - engages with all aspects of the question and provides the required evidence - indicates a clear understanding of the significance of each element
2 ½	The good response: - is multi-structural, but not integrated or - is convincing but incomplete - provides evidence if required
2	The average response: - is either one-dimensional, without sufficient evidence, or is superficial and general - does not provide enough relevant justification - demonstrates that the candidate understands the issue
1 ½	The incomplete response: - demonstrates a flawed or incomplete understanding of what has been asked - indicates an understanding of the text - attempts to use the text to answer the question, but reasoning is concrete or simplistic
0 – 1	The inadequate response: indicates only partial understanding of this aspect of the text

- 5.9 Examine whose interests are best served in **TEXT 6** and how that differs from whose interests are served in **TEXT 8**. Refer closely to each text to support your answer. (3)

Text 6 - Porsche's interests are served. They are arrogant and believe that everyone aspires to own a Porsche one day. They want their product sold and do not bother about other manufacturers. "There is still one car that looks, feels and performs like a Porsche 911: a Porsche 911."

However, Text 8 serves the interests of the customer who is now seen to be responsible for buying a Fiat as this will lead to them being responsible for lower emissions and greater safety on the road. It's not about the arrogance of driving a sports car anymore, it's the appeal to the customer's sense of responsibility on the road. "Engineered for a lower impact on the environment."

A 3 mark question that requires multi-structural thinking. Demonstrates understanding, application, analysis, inferential comprehension of implied and figurative meanings	
Marks	Skills
3	The excellent response: - engages with all aspects of the question and provides the required evidence - indicates a clear understanding of the significance of each element
2 ½	The good response: - is multi-structural, but not integrated or - is convincing but incomplete - provides evidence if required
2	The average response: - is either one-dimensional, without sufficient evidence, or is superficial and general - does not provide enough relevant justification - demonstrates that the candidate understands the issue
1 ½	The incomplete response: - demonstrates a flawed or incomplete understanding of what has been asked - indicates an understanding of the text - attempts to use the text to answer the question, but reasoning is concrete or simplistic
0 – 1	The inadequate response: indicates only partial understanding of this aspect of the text

QUESTION 6

TEXTUAL EDITING

10 MARKS

Refer to the text below and answer the questions that follow.

The First Thing You See in This Picture Will Tell You A Lot About Your Personality
Aug 5 (Enrichment Cafe)

1. You can always tell a lot about a person based on how they're going to see, experience, and perceive the world around them. This visual experiment is going to test you and your powers of perception. Depending on how you respond to this test, you can tell a lot about the kind of personality that you really have. Remember that you don't always have access to all parts of your brain. Sometimes, your subconscious isn't always going to be accessible if you aren't practiced in intuition. This is why instinctive individuals tend to be those who are most in touch with their personalities. So, take a look at this image here and try to determine what your instinct is trying to tell you.



2. Lips
A lot of people will think that you are a rather timid person who doesn't really aspire to grandiose dreams and goals. It's not that you are mediocre. Rather, you are someone who is content with living that simple life. You are extremely flexible and you know how to adapt to the environment around you. You are indeed a very wise person. However, you also have a tendency to be naive.
3. Trees
If you see the trees first, you are a very extroverted individual who craves for human interaction. You are so easily able to connect to the people around you. You are a generally kind person who knows how to conduct yourself with politeness and kindness. However, you never allow people to push you around.
4. Roots
You are a very introverted person. It's easy for you to feel pressure whenever you get thrust into social situations. You have a tendency to not leave good first impressions with people. However, over time, people will come to discover that you are an acquired taste. You have a powerful creative mind that is capable of great things. It's just that you need to learn to stop taking everything so personally when dealing with others.

- 6.1 The word “*practiced*” has been used in paragraph 1. Assess whether it has been spelt correctly in the context of the sentence. (1)
Should be spelt “*practised*” - as it is a verb.
- 6.2 Identify and correct the error of concord in paragraph 1. (1)
This is why instinctive individuals tend to be those...
- 6.3 Explain how the register and sentence construction used in this text could help the reader understand who the target audience could be. (3)
Informal register, simple and compound sentences - audience is not an educated one, “man on the street”.

A 3 mark question that requires multi-structural thinking. Demonstrates understanding, application, analysis, inferential comprehension of implied and figurative meanings	
Marks	Skills
3	The excellent response: - engages with all aspects of the question and provides the required evidence - indicates a clear understanding of the significance of each element
2 ½	The good response: - is multi-structural, but not integrated or - is convincing but incomplete - provides evidence if required
2	The average response: - is either one-dimensional, without sufficient evidence, or is superficial and general - does not provide enough relevant justification - demonstrates that the candidate understands the issue
1 ½	The incomplete response: - demonstrates a flawed or incomplete understanding of what has been asked - indicates an understanding of the text - attempts to use the text to answer the question, but reasoning is concrete or simplistic
0 – 1	The inadequate response: indicates only partial understanding of this aspect of the text

- 6.4 Correct the grammatical error in the first sentence of paragraph 3. (1)
Delete “for” - individual who craves human interaction.
- 6.5 “You are a generally kind person who knows how to conduct yourself with politeness and kindness”.
Correct the tautology in this sentence. (1)
Kindness repeated - unnecessary. Eliminate the second “kindness”.
- 6.6 Identify and correct the common grammatical error made in paragraph 4. (1)
Split infinitive - “to not leave”, “not to leave”
- 6.7 “Over time, people will come to discover that you are an acquired taste.”
To what extent is the use of the food metaphor in this sentence offensive? (2)
People compared being tasty like food which may be offensive to some people who don’t want to be dehumanised and referred to as food.

A 2 mark question that requires uni-structural thinking. Demonstrates understanding and application, literal comprehension and reorganisation	
Marks	Skills
2	The excellent response: • is complete and accurate
1 ½	The good response: • is partially complete and accurate or • is complete and mostly accurate
0 – 1	The incomplete response: • is inaccurate or only includes one half of the required response