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PRELIMINARY EXAMINATIONS 2022: ENGLISH HOME LANGUAGE GRADE 12 PAPER I

**St Alban's College
Preliminary Examinations 2022**



**English Home Language
Form 5
Preliminary Paper**

Date: 22 July 2022

Examiner: CDA

Moderators: CM, JH, NDO, KL

Time: 3 hours

Marks: 100

PLEASE READ THE FOLLOWING INSTRUCTIONS CAREFULLY

1. This **MEMORANDUM** consists of **SIXTEEN** pages (**excluding the title page**) plus an insert of **EIGHT** pages.
2. **All the questions** must be answered on the folio paper provided.
3. **BEGIN EACH QUESTION ON A NEW PAGE.** Do not copy down headings for your answers. Copy down only the **question numbers**, making sure they are accurate. **Skip a line** between questions.
4. Do not copy down headings for your answers. Copy down only the **question numbers**, making sure they are accurate.
5. Ensure that you **number each new question** in the **centre** of the page and **draw a marker's margin** on the **right-hand side** of each page.
6. Write your **teacher's initials** (JH, CDA, LM, NDO, CM) on each answer sheet as well as your name.
7. Do not hesitate to give your **own judgements**. Attempt to create space in which your **own voice** can be evident. The examiners will judge your answers on your understanding of and insight into the given text and will also assess the competence with which your answers are expressed.
8. Be guided by the number of **marks allocated** to each question. Aim at thoughtful answers that give relevant information and are well-substantiated.
9. It is in your own interests **to write legibly** and to present your work **neatly**.

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QUESTION 1 COMPREHENSION

Refer to **TEXT 1** on pages 2-3 of the **INSERT**, *Locating femicide within the spectrum of patriarchal male violence*, and answer the questions below.

- 1.1 Explain what is suggested about “femicide” and “male violence” in the title and the first sentence of **paragraph 1**. (2)

The title suggests that it is difficult to locate or find where the killing of women lies within the range (continuum / spectrum) of male violence. It further implies that male violence is a result of the patriarchal system. The frequency of femicide is also emphasised as well as the idea that men are the perpetrators of femicide. [any two implications]

- 1.2 With reference to **paragraph 1**, explain what is implied by the use of the word “mask.” (2)

The word ‘mask’ implies that something is being hidden; the truth is not made known. In this case, femicide is ‘covered up’ by making people believe that these murders are isolated incidents instead of a result of male violence in society.

- 1.3 Using your own words, explain what the writer means by the “degendered” response to femicide in **paragraph 2**. How does this change the way statistics are analysed? (3)

The response is to disregard gender in the statistics of murder, so instead of referring to the number of women murdered by men, specifically, the genders of the perpetrators and the victims are ignored, and this is why femicide is not always seen as part of the range of male violence in this country. Males, as perpetrators, are removed from the crime.

- 1.4 In **paragraph 3**, the writer refers to examples of “degendering femicide” and calls them “problematic.” In light of this, critically evaluate whether the author of **TEXT 1** would agree with the statements in **EXTRACT 1** and **EXTRACT 2** below. You must make reference to both extracts in your answer. (4)

EXTRACT 1:

Black Lives Matter
@RobynPorteous

Don't refer to the men who rape and abuse women and children as animals or monsters. That individualises them and implies they're a rarity, outliers from the norm. Say who and what they are - they are men. Fathers, husbands, boyfriends, friends, cousins, brothers, strangers. Men.

8:07 AM · Jul 7, 2020 · Twitter Web App

[Source: <https://twitter.com/RobynPorteous/status/1280382948064313344>]

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EXTRACT 2:



Sello Tsoo
@skhalos23

Replying to @RobynPorteous and @dramadelinquent

Complex narrative this. Aren't they human first before being men? I think the rationale behind them being called monsters is to define their behaviour as not all humans, men in particular behave in that way. I am a man, but certainly not a rapist or abuser! Let's not generalise.

10:28 AM · Jul 7, 2020 · Twitter for Android

[Source: <https://twitter.com/skhalos23/status/1280418391078121473>]

By calling the perpetrators of violence against women 'monsters' or 'animals', it ignores the fact that MEN are the ones responsible for the violence against women. In EXTRACT 1, the writer mentions that this individualises them or makes them seem unique instead of calling them who they are: husbands, fathers, uncles etc. The response in EXTRACT 2 is that it is their behaviour that is being qualified by calling them monsters or animals – it is their behaviour which is 'inhuman'; they are still human. This is a male opinion and speaks to the idea that 'not all men are abusers', which is true, but also problematic as it still disassociates men from violent crimes and according to paragraph 3, does not engage with the politics of violence as it should.

- 1.5 Refer to **paragraphs 4, 5 and 6**.
- 1.5.1 Discuss why the writer feels the need to include the distinction between men 'losing control' and 'asserting control' over women. (2)
- The writer feels that violence against women is often minimised when men are seen to have 'lost control' as it implies that the women had something to do with this. The writer argues that violence against women is more calculated – it is a way to dominate or assert power and has nothing to do with the woman who is the victim.
- 1.5.2 Explain how the example in **paragraph 5** and the court proceeding in **paragraph 6**, support the writer's argument in **paragraph 4**. (2)
- The example clearly shows that Zolile Khumalo's ex-boyfriend was not 'out of control' when he murdered her as he asked her why she took him for granted and asked her to kiss him. There were also witnesses to the murder. It was a way for him to assert (immoral) control, not an irrational act.

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- 1.6 The writer makes use of inverted commas (quotation marks) in **paragraph 7**. Argue how the meaning of the phrase would shift if it were written without inverted commas. (3)

The inverted commas emphasise that this expression is not to be taken literally. The idea that female behaviour somehow causes male violence is not true; it is a myth. Without the inverted commas, the meaning would be literal and imply the opposite: female behaviour, deemed inappropriate by the patriarchy, is indeed the reason for gender-based violence. This would then justify the violence by blaming the victim. Addition: the word "myth" might imply that the interpretation is not valid.

- 1.7 Refer to **paragraph 8**.

"This is evident in the trial of Zarah Hector who was kidnapped, bludgeoned to death with a hammer and dumped on a farm in the Western Cape by two men in March 2016."

Explain the impact of writing the above sentence in the passive voice. (2)

Writing the sentence in the passive voice shifts the emphasis from the subject ("two men") to the victim, Zarah Hector. The emphasis is now on *what they did to her*, rather than on the ones who perpetrated the violence.

- 1.8 How does the conclusion in **paragraph 13** relate to the image below and reinforce the writer's views about the role of men in femicide in **TEXT 1** as a whole? Quote from **TEXT 1** to support your answer and refer to the visual and verbal details of the text below.. (5)

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IG- Thabo_Makuru
@thabo_makuru

We need to stop #GBV against women and children.
#EnoughIsEnough #Sekwanele #madodasabelani
#AmINext #NelsonMandelaDay2020



[Source: https://twitter.com/thabo_makuru/status/1283126284214833155]

The conclusion effectively summarises the main assertions in the passage. The writer reasserts the idea that if men are called 'monsters' or 'animals' or if they are said to 'lose control' in anger, the discourse changes and their actions are justified. The same happens when the victims are blamed for 'inappropriate' behaviour or because they did something wrong, like 'owing a lot of money' or being a sex worker. "Yet, men...are not properly located in the discourse". Men are not even included in the visual of GBV - removing them from the public representation of the idea of GBV. This frees men from responsibility and their toxic violence becomes normalised. Men need to be held accountable and not excused as they play a central role in why femicide exists in SA. The mask covering the girl's face in the image are of white, male hands which suggests that male violence is structural and ingrained in society. The hands are silencing the victim / masking the truth. This relates to the main idea in the passage that constructions of femicide in SA are hiding the truth. It also alludes to the spike in gender-based violence during lockdown. Although the flag in the background is the American flag, GBV is a global issue and so are the concepts of degendering GBV violence and the justification of toxic male behaviour.

TOTAL QUESTION 1: [25]

QUESTION 2 SUMMARY

Refer to **TEXT 2A** and **TEXT 2B** on page 4 of the **INSERT**.

You have been asked to present an argument against toxic male behaviour. Your summary will be used to open a debate on the topic at an inter-university debating competition.

The title of your piece: **"Toxic behaviour – This is not the way"**.

- Your summary must be in the form of **one** paragraph, using no more than **90 words**.
- Your language must be accurate and in an appropriate register.
- Do not include the title provided in your word count.
- Provide an accurate word count at the end of your summary.
- Use your own words. 'Cutting' and 'pasting' of information is not acceptable.
- The summary must reflect an argument against toxic male behaviour.
- Stop reading from 10 words over the word count.
- Subtract 1 mark if no word count is provided or if an inexcusably inaccurate word count has been provided.
- Penalise from 94 words.

Very Good	Good	Average	Below Average	Very Weak
10	8	6½	5	3
9	7½	6	4½	2
8½	7	5½	4	1

Very Good: Candidates producing a very good summary, which has **adhered to all instructions**, 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 marks.

Good: A candidate producing a good summary will be able to discern which aspects of the text(s) 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

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

Average: A candidate producing an average summary will demonstrate an ability to discern which aspects of the text(s) 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 indicate 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 5½ marks.

Below Average: A candidate producing a below average summary will demonstrate an ability – some of the time – to discern which parts of the text(s) 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 marks.

Very Weak: Summaries in this category will show extremely limited – if any – understanding of the text(s). This will be evident through an inability to select appropriate parts of the text(s) to summarise or through excessive cutting and pasting. Register will not be appropriate. Expression is likely to be poor, impeding understanding.

TOTAL QUESTION 2: [10]

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QUESTION 3 SEEN POETRY

Refer to the poems "**Dulce et Decorum Est**" by Wilfred Owen and "**No longer mourn for me when I am dead**" by William Shakespeare and answer the questions that follow each poem.

"Dulce et Decorum Est"
by Wilfred Owen

Bent double, like old beggars under sacks,
 Knock-kneed, coughing like hags, we cursed through sludge,
 Till on the haunting flares we turned our backs,
 And towards our distant rest began to trudge.
 Men marched asleep. Many had lost their boots, 5
 But limped on, blood-shod. All went lame; all blind;
 Drunk with fatigue; deaf even to the hoots
 Of five-nines dropping softly behind.

Gas! GAS! Quick, boys!—An ecstasy of fumbling
 Fitting the clumsy helmets just in time, 10
 But someone still was yelling out and stumbling
 And flound'ring like a man in fire or lime.—
 Dim through the misty panes and thick green light,
 As under a green sea, I saw him drowning.

In all my dreams before my helpless sight, 15
 He plunges at me, guttering, choking, drowning.

If in some smothering dreams, you too could pace
 Behind the wagon that we flung him in,
 And watch the white eyes writhing in his face,
 His hanging face, like a devil's sick of sin; 20
 If you could hear, at every jolt, the blood
 Come gargling from the froth-corrupted lungs,
 Obscene as cancer, bitter as the cud
 Of vile, incurable sores on innocent tongues,—
 My friend, you would not tell with such high zest 25
 To children ardent for some desperate glory,
 The old Lie: *Dulce et decorum est*
Pro patria mori.

[Source: Anthology Clusters, Gerald de Villiers]

- 3.1 By referring to the **title** and the **last two lines** of the poem, discuss the irony evident in the poet's message.

(2)

The title and the last two lines are about patriotism and how 'sweet' it is to die for one's country; however, the poet's message is the opposite. The poem depicts the

Commented [1]: Must provide detail regarding what "the old lie" is

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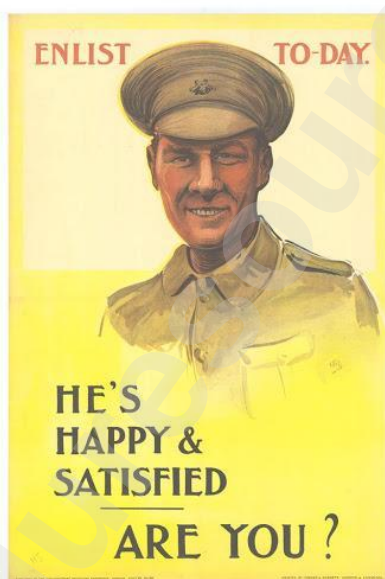
horrors of war and the excruciating pain of death by chlorine gas – there is nothing sweet about it.

- 3.2 Consider the sentence structure, tense and punctuation used in **lines 9 and 10** and provide a reason for the way in which they have been presented. (2)

The use of direct speech; single-syllable words; exclamation marks; the word 'GAS' in capital letters all give a sense of immediacy and urgency. The dash indicates a longer pause for effect as the soldiers fumble for their gas masks. The use of present participles indicates that the actions are ongoing and happen in the moment; 'just in time'. If they do not manage to fit their gas masks in time, they will die.

- 3.3 Refer to the **image** below. Argue whether the poem supports or contradicts the idea of patriotism as presented in the image's textual and visual details. Refer closely to the diction in the poem to support your answer. (3)

The poem contradicts the propaganda in the image as it presents the reality of what it like to fight in the war. The soldier in the poem is not 'happy or satisfied' as implied a young man who enlists would be. The poem highlights the horror of the trenches; the deadly chlorine / mustard gas attacks and its effect on the soldiers etc. The poster presents nothing about what it is really like on the frontlines.



[Source: <https://lh3.googleusercontent.com/proxy/e-4EPmEUxbxp7FbgCnqljLExQx4aw10ta4-PJGqmlv7Z3eRbcFaXWSRwEHoyVIIIitBNwYyb9bAbIPJ38cf-FEQr0IJdnAbEcP2pgaiEYcYcgWgh-Z5Yu4twmC702Q>]

- 3.4 Comment on the effectiveness of the use of "if" in lines 17 and 21 and the shift

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to the pronoun "you" in the **last stanza**.

(2)

In the final stanza, the speaker directly addresses a second person (perhaps the generals / people at home / those who advocate for enlistment) and says that if "you" too could hear / see first-hand the horror of war, then maybe "you" would not implore 'children' to enlist. The apostrophe, "My friend" underlines this idea: that IF "you" knew the real horror of war, you would not lie.

"Sonnet 71"
by William Shakespeare

No longer mourn for me when I am dead
Than 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.

5

10

[Source: Anthology Clusters, Gerald de Villiers]

- 3.5 Explain how the poet's use of diction in lines 4 and 13 reveals the speaker's attitude towards the "world"? (2)

In line 4 the world is 'vile' and shows the poet's disgust; in line 13, although he calls the world 'wise,' his tone is sarcastic and shows his disgust at the world's judgement.

- 3.6 Both "Dulce et Decorum Est" and "No longer mourn for me when I am dead" portray humanity's vulnerabilities when faced with death. Critically compare the manner in which the poets have presented the concept of death in each poem. (4)

In Sonnet 71, death is presented as an 'escape' from the 'vile' world which disgusts the poet. The poet gives his friend instructions on how to act after the speaker's death in order not to be ridiculed for his grief by the judgemental world. In "Dulce...", the poet gives a first-hand account of the horrors of war and death. The poet exposes the lies told by those in power who still espouse the 'glory' of war and the honour in dying for your country. Death is presented in all its true horror as opposed to the romanticised version of a patriotic death as presented in the war propaganda.

Total Question 3:
[15]

QUESTION 4 UNSEEN POETRY

Refer to the poems "**Remember**" by Christina Rossetti and "**Black Joy**" by Koleka Phutuma and answer the questions that follow each poem.

"Remember"
by Christina Rossetti

Remember me when I am gone
Gone far away into the silent land;
When you can no more hold me by the hand,
Nor I half turn to go yet turning stay.
Remember me when no more day by day
You tell me of our future that you planned:
Only remember me; understand
It will be late to counsel then or pray.
Yet if you should forget me for a while
And afterwards remember, do not grieve:
For if the darkness and corruption leave
A vestige* of the thought that once I had,
Better by far you should forget and smile
Than you should remember and be sad.

*vestige: sign; hint; trace

[Source: Anthology Clusters, Gerald de Villiers]

- 4.1 How does the metaphor used in **lines 1 and 2** convey the idea of death? Explain with reference to specific imagery. (2)
The poet refers to death as a "silent land" and to go "far away" or being "gone"; it is a metaphor of the speaker as a traveller who is going away to a quiet land; the imagery of death is euphemistic / understated/peaceful.
- 4.2 Comment on the repetition of the word "remember" **throughout the poem** and how it contributes to the meaning of the **last two lines**. (2)
The repetition emphasises the idea that the poet wants to be remembered after her death, but in the last two lines, she instructs the "you" that it might be a better idea to forget about her if remembering should make this person sad.
- 4.3 (Christina Rossetti lived and wrote in Victorian times, when society was very much ruled by men. Assuming that the poem is addressed to a man, possibly the speaker's husband) Suggest what the poet's use of pronouns in line 6 suggests about the power dynamics in the speaker's relationship. (2)
The "you" (husband) tells her of their future ("our") – a future of which she would have been a part, but then the poet says that it would be a future that "you" (he) had planned. This reflects the passive role that women played in society and marriage. The poet had no say in this future that her husband had planned for them.

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- 4.4 The speakers in both, "Remember" and "No longer mourn for me when I am dead", comment on the grieving process. With reference to both poems, discuss how the speakers have a similar concerns and intentions about death and being remembered after death, but express it differently. (4)

In both poems, the speakers are more concerned about their loved ones than about themselves. In "Remember", the speaker mentions how she would rather her loved one forget her than be saddened by memories of her and in Sonnet 71, the speaker reveals his concern for his friend by saying that his friend's grieving process should be short because he does not want the 'world' to ridicule his friend. In "Remember," the poet wants to be remembered, but does not want her loved one to feel guilty for forgetting to grieve. However, in Sonnet 71, the speaker instructs his loved one to forget about him and to stop loving him.

"Black Joy"
by Koleka Putuma

We were spanked for each other's sins.
Spanked in syllables and by the word of God.
Before dark meant home time.

My grandmother's mattress
knew each of my 5
siblings,
cousins,
and the neighbour's children's
morning breath
By name. 10

A single mattress spread on the floor was enough for all of us.

Bread slices were buttered with iRama
and rolled into sausage shapes;
we had it with black rooibos, we did not ask for cheese.

We were filled. 15

My cousins and I would gather around one large bowl of umngqusho,
each with their own spoon.
Sugar water completed the meal.

We were home and whole.

But 20
isn't it funny?
That when they ask about black childhood,

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all they are interested in is our pain,
as if the joy-parts were accidental.

I write love poems, too,
but

25

you only want to see my mouth torn open in protest,
as if my mouth were a wound
with pus and gangrene
for joy.

30

[Source: <https://kinnareads.com/2018/03/22/black-joy-by-koleka-putuma/>]

- 4.5 Koleka Putuma is a South African spoken-word poet. Recurrent themes in Putuma's work are love, queerness, decolonial struggle and the legacy of apartheid. Examine how the poet's use of diction in the **last stanza** contrasts with the **rest of the poem**. (2)

The poet states that she writes love poetry too, but because she is a black poet, people expect only protest poetry from her. The emotive diction like 'torn open'; 'wound'; 'pus and gangrene' contrast with the word 'joy'. These negative images are in stark contrast with the positive memories of the poet's childhood in the rest of the poem.

- 4.6 Explain the irony of the assumptions about a "black childhood" as expressed in the poem. (3)

The assumption that a 'black childhood' is filled with pain and not joy. The poet gives an alternative view of a black childhood – a childhood filled with love and joy. It is ironic that society is only interested in the pain and not in the joy.

TOTAL QUESTION 4: [15]

QUESTION 5 VISUAL LITERACY

Refer to **TEXTS 3, 4, 5, 6 AND 7** on pages 5 to 7 of the **INSERT** as indicated in each question. Examine all the texts before attempting to answer the questions.

- 5.1 Refer to **TEXT 3**.

- 5.1.1 Explain the pun in the catch-phrase "Red my lips." (2)

The pun is on the word 'red' which is a colour, so not a verb. The expression is "Read my lips." The play on the word evokes connotations of both 'red' and 'read', i.e. listen to me and make your lips red in response.

- 5.1.2 How do the visual and verbal elements in TEXT 3 suggest the purpose of the campaign? (3)

There are minimal visual details – only half the face of the woman with the red lips. The focus is on her lips which is the call to action of the campaign – to wear red lipstick to show solidarity with the movement against gender and sexual violence – everyone should wear red lipstick to show that it is not only a female issue, but a human issue.

- 5.1.3 Discuss how the use of upper-case and lower-case letters in the advertisement contribute towards highlighting the message of the campaign.

(2)

Commented [2]: Must refer to specific words when asked how the upper-case and lower-case contributes to message of campaign (emphasis -½ mark)

In the catch-phrase, every word starts with a capital letter. In the text below the catch-phrase, the words central to the campaign: Gender, Sexual, Women, Human and Issue are written with capital letters. Noticeably, the word violence is written with a lowercase letter. The focus is not on the violence, but on the idea that GBV is a HUMAN issue.

- 5.2 Refer to **TEXT 4**.

The image in **TEXT 4** is from a similar campaign run by Brand South Africa in response to GBV. The article below **TEXT 4**, however, is a criticism of the campaign.

Describe how, according to the article, the campaign run by Brand SA undermines the message of the campaign in **TEXT 3**. Refer to the visual and verbal elements in both texts to support your answer.

(4)

According to the article, the Brand SA campaign misses the point. Showing men with red lipstick as supporters of a campaign to end GBV will not end the violence. The criticism is that this is superficial (some of the men have been photoshopped with red lips and are not even really wearing lipstick) and does nothing to change the situation. A superficial response such as this one undermines the message of the original campaign. In Text 3, the emphasis is on the fight against GBV and that it is a HUMAN issue, while 'dressing' heterosexual men 'up' in lipstick detracts from the cause and ironically, emphasises heterosexual men instead of "encouraging all South Africans to be participants in the fight to eradicate violence against women and children" which is supposed to be the focus of the campaign.

- 5.3 Both the images in **TEXT 4** and **TEXT 5** are responses to social injustices. Which image is more effective in presenting the message of the campaign or protest? Make specific reference to the persuasive techniques used in both texts by referring to the verbal details.

(4)

In Text 4, the catch-phrase starts with a verb ('Stand Up...') which implies an action. The emphasis is on the action to be taken against GBV. In Text 5, the rhetorical question on the placard is effective in provoking a response in the viewer. The viewer asks with the woman holding the poster: "Am I next?" Both techniques engage the reader/viewer and require a response. [argument to be made for either Text 4 or 5 being more effective]

- 5.4 Describe how you would redesign the Brand SA advertisement (**TEXT 4**) for an event hosted at your school called Youth against GBV. You may not use the same concept or image or slogan.

(4)

Each response evaluated on merit according to the generic descriptors.

5.5 Refer to **TEXT 6** and **TEXT 7**.

5.5.1 Explain how the pleading tone of the woman in **TEXT 6** has been created. (2)

The use of the question "Can anyone plz just help us..." as well as the plea to 'anyone' and the use of 'plz / please' creates a pleading tone. The ellipsis and the plural pronoun 'us' instead of the singular 'me', add to this. [can also comment on visual details like her being strangled by the men's hands; lolling tongue etc.]

5.5.2 Compare how the message in **TEXT 6** and **TEXT 7** positions women in the fight against GBV. Refer to specific visual and verbal details in your answer.(4)

Text 6: The message is that while men are agreeing that only some men are trash, GBV is still happening – women are still being abused. This is reinforced by the woman being strangled by the males shaking hands in agreement. The woman has a black eye and a bleeding nose, and she is pleading for anyone to help them (abused women). Women are still the victims in Text 6.

Text 7: The message is different. Although the woman in the first frame is being abused and thus in a vulnerable position, the second frame shows that there are consequences for the abusers because when you hit ('strike') a woman, you will go to jail and do hard labour ('strike a rock'). This was also the slogan for the women's protests and shows the strength of women – so here women are in a position of power.

TOTAL QUESTION 5: [25]

QUESTION 6 LANGUAGE

Refer to **TEXT 8** on page 8 of the **INSERT** and answer the questions below.

- 6.1 Explain the use of the punctuation marks in the **title** of the article. (2)

The quotation marks indicate that 'nagging wives' have been quoted from the OED and the colon shows that an explanation of the initial phrase follows.

Commented [3]: used as a common phrase

- 6.2 Rewrite the **following sentence** in the passive voice:
"Oxford Dictionaries is cleaning up sexist language" (1)

Sexist language is being cleaned up by Oxford Dictionaries.

- 6.3 Refer to the **following sentence**:

"In years past, a reader Googling the definition of "anatomy" on their phone would have found a couple of example sentences demonstrating how the word might be used."

- 6.3.1 Discuss the impact of starting the **above sentence** with an adverbial phrase. (2)

By starting with the adverbial phrase, the emphasis is on the time: this is now a thing of the past / it has changed since.

Commented [4]: 1- explaining the use
1- showing understanding - emphasis is on time

- 6.3.2 What part of speech is the word "their" in the **above sentence**? (1)

Possessive adjective/ Possessive pronoun

- 6.4 Demonstrate the use of the noun form of the word "illustrated" (**paragraph 3**) in a complete sentence. (1)

The illustration / illustrator

- 6.5 Identify and correct the punctuation error in the second sentence of **paragraph 3**. (1)

It's- its

- 6.6 Comment on the use and effect of the parenthesis in **paragraph 3**. (2)

It is used to indicate extra information. It is effective as it is an explanation / definition of a dictionary's corpus.

6
5
3
4
1
2

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TOTAL QUESTION 6: [10]

GRAND TOTAL: [100]

-END-