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ST BENEDICT'S

NAME		CLASS	12
SUBJECT	English - Paper 1	DATE	19 July 2023
GRADE	12	MARKS	100
EXAMINER	English Department	MODERATORS	English Department

Memo

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 figurative device used in the title in relation to the content of the text. (3)

Rhetorical Question is being used.

Makes the reader think about why Apple hasn't participated in the AI race, how Apple has responded to the development of AI.

Draws the reader into the text, is catchy, engages the reader.

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.
2½	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.
1½	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/s to answer the question, but reasoning is concrete or simplistic.
0–1	The inadequate response: indicates only partial/limited/no understanding of this aspect of the text.

- 1.2 Refer to paragraph 1. Discuss the connotation of the word "blaze" and explain what this suggests about the writer's views on the companies mentioned. (2)

Blaze - burning ahead quickly, pioneering a new trail. The companies are changing quickly and forging ahead in innovative ways. (Nothing to do with destruction or aggression - blaze is not used in this context).

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

Refer to paragraph 4.

(2)

- 1.3 Define what “ecosystem” means in relation to Apple. Support your answer by referring to the text.

Ecosystem - environment of Apple, grouping of Apple products/creations/apps like shazam, texture.

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

Refer to paragraphs 7 and 8.

- 1.4 Evaluate how the writer’s choice of diction informs the tone and positions the reader to view ChatGpt and Siri.

(4)

Diction - “lacklustre” and “pedestrian” positions siri to be unemotional, detached and limited/unhelpful using a critical tone.

Chatgpt is seen to be helpful, “positively enthusiastic”, “sounds humanlike” using a supportive, enthusiastic, approving tone.

(Do not accept positive, happy, excited or motivational - these are not accurate.)

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.
3½ – 3	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.
2½	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.
1 ½	The very partial response: attempts to address aspects of the question but indicates only partial understanding.
1 – 0	The inadequate response: - attempts to deal with only one aspect of the question but does so very poorly. Very limited understanding displayed.

Refer to paragraph 9.

- 1.5 Provide an explanation for what “alarm bells” have been set off by the release of ChatGpt. (2)

Alarm bells refer to the panic/concern/worry that chatgpt has created in other companies starting a “race” towards the need to be first to innovate and do so quickly.

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

Refer to paragraphs 10 and 19.

- 1.6 Explain the shift in the writer’s opinion of Apple’s approach to AI in these two paragraphs. Quote to support your answer. (3)

Par 10 - Apple is being credited as “working behind the scenes” and coming up with something even more innovative than the other companies.

Par 19 - This paragraph shows a shift in opinion about Apple. The writer lacks confidence in Apple’s ability to innovate in AI because of previous “stumbles with Siri”. It has a lack of personnel “an AI army” to create new products. People have lost faith in Apple.

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.
2½	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.
1½	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/s to answer the question, but reasoning is concrete or simplistic.
0–1	The inadequate response: indicates only partial/limited/no understanding of this aspect of the text.

Refer to paragraphs 12 to 14.

- 1.7 Analyse the style of these paragraphs and explain how the style informs the writer's attitude to Apple. Your response must refer to intention, register and diction. (4)

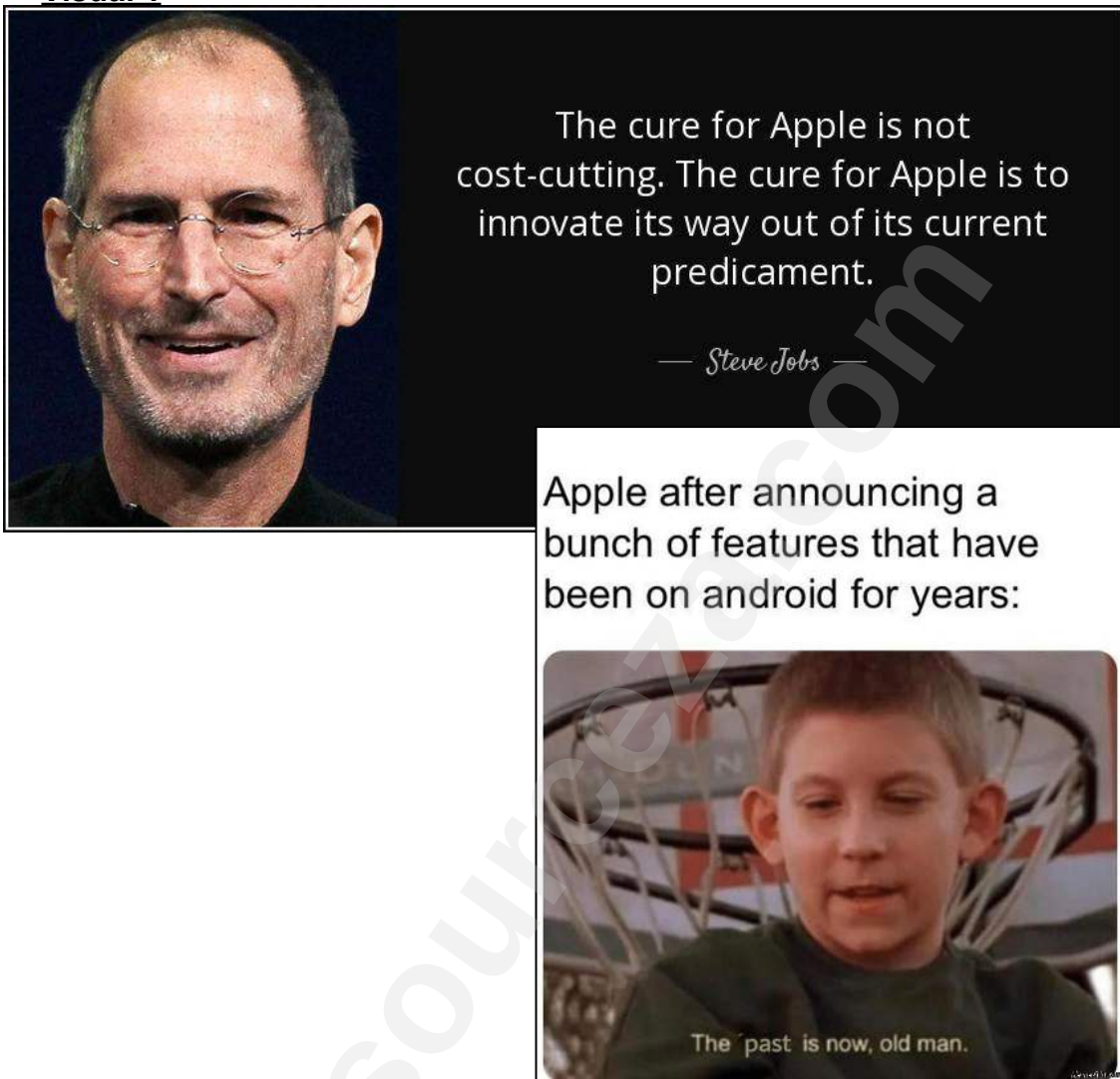
The writer's attitude is critical of Apple's decisions to fire well qualified people. Apple has lost very good employees and they have "fallen behind" in hiring knowledgeable minds in AI. They are not forward thinking. The register is formal, using elevated and sophisticated language such as "rankled by the company's return policy". The style is factual, academic and informative, "critical division for building and developing", "high ranking departures". The intention of the writer is to inform readers about Apple's choices and criticize Apple for those choices.

Answer MUST refer to Intention, style, register and diction + quote.

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.
3½ – 3	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.
2½	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.
1½	The very partial response: • attempts to address aspects of the question but indicates only partial understanding.
1 – 0	The inadequate response: • attempts to deal with only one aspect of the question but does so very poorly. • Very limited understanding displayed.

Refer to paragraphs 15, 16 and visuals 1 and 2.

Visual 1



<https://www.google.com/search?q=funny+apple+vs+android+meme>

- 1.8 To what extent does the meaning of visuals 1 and 2 agree with the writer's sentiments expressed in paragraphs 15 and 16? Your response must refer to **each** of the texts mentioned. (5)

Par 15 and 16 - if Apple does proceed with the development of AI, it will be "visual and audio content" based on a customer's personal choices in photos and music. This ties into Apple's historic strengths, more concerned about being a "gateway to information and entertainment" rather than being a creator of information.

These paragraphs link to visual 1 in that Steve Jobs would disagree with Apple's current philosophy or approach to innovation. He suggests that Apple must innovate and become creators.

Visual 2 agrees with visual 1 and par 15 and 16 in that Apple's innovation is old and outdated. Visual 1 mocks Apple's lack of innovation. Visual 1 could also be mocking Steve Jobs whose innovation is also outdated.

All texts must be directly referred to and linked together.

A 6-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 context. • integrates all elements, making connections and demonstrating a clear understanding of how the parts contribute to the whole.
4 ½ – 4	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 ½ – 3	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 ½ – 2	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.
1 ½	The very partial response: • refers to the text(s). • does not answer the question because of a lack of understanding.
1 – 0	The inadequate response: • attempts to deal with only one aspect of the question but does so very poorly. • Very limited understanding displayed

QUESTION 2 SUMMARY

10 MARKS

Refer to **TEXTS 2, 3 and 4** of the insert.

As one of the senior learners of your school, you have been asked by your peers to address your school's management team on the **deterioration of teen mental health**. In your address you must confront the **stigma of mental health challenges** as well as provide **reasons why schools are failing their learners** in this regard.

- 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.
-

QUESTION 2:

SUMMARY

Refer to TEXT 2.

Write a summary of the text in the form of a speech, in which you suggest actions that should be taken in the light of the death of Lufuno Mavhunga. The focus of your summary should be **STEPS THAT MUST BE TAKEN TO COUNTER SOCIAL MEDIA BULLYING**. Do not exceed a word count of 90 words.

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. 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

15 MARKS

Refer to the poems “The Sun Rising” by John Donne and “Sonnet 104” by William Shakespeare and answer the questions that follow each poem.

- 3.1 Explain how the use of commas in stanza 1 aids the speaker’s argument regarding the effect of the sun rising. (2)

The commas enable us to PAUSE - contemplating the poet’s frustration at the sun rising and informing us to what the poet thinks of the sun (old and unruly and a fool). The commas also act as a way of separating actions the sun can do instead of bothering them (chiding schoolboys).

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

Refer to line 13, and stanza 3 as a whole.

- 3.2 Explain the effectiveness of the metaphor in line 13. Your response must include an explanation of how the metaphor impacts the overall message of the poem. Quote to support your answer. (3)

The metaphor compares the poet’s eyes to clouds as he states he could block out the sun’s rays with a wink similar to how clouds can negate the sun / He compares his eyes to an eclipse and how he can block out the sun by closing his eyes. This emphasises the idea that the poet knows that the sun, while important and omnipotent, can be easily negated by the simple act of a wink and the sun actually holds no power of him.

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.
2½	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 .
1½	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/s to answer the question, but reasoning is concrete or simplistic.
0–1	The inadequate response: • indicates only partial/limited/no understanding of this aspect of the text.

- 3.3 Refer to the last two lines of the poem. Critically discuss how the images and diction of these two lines reveal a shift in the mood and intention of the poem from the first two lines. Quote to support your answer.

(4)

The poet states that his room and the lover who lies in his bed are the centre of his universe (not the sun) and that this is where his world is. His room is a microcosm of his existence in that it contains all that is important to him. He states that the sun must *shine here to us* and in doing so - the sun will realise that his bed *thy center is* and the walls of the room are *the sphere* (the world) and that all that is important to him is contained in that room.

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.
3½ – 3	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.
2½	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.
1½	The very partial response: attempts to address aspects of the question but indicates only partial understanding.
1 – 0	The inadequate response: - attempts to deal with only one aspect of the question but does so very poorly. Very limited understanding displayed.

- 3.4 Identify who the speaker is addressing in the rhyming couplet and explain his final message to his audience. (2)

The speaker is addressing his lover (fair friend) and states that NO BEAUTY (not even the beauty of nature - summer) exists without his lover. His message is that love - true love - surpasses all and that not even the very idea of beauty can exist without someone to be the example of that beauty / beauty and love did not exist until his lover was born.

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

- 3.5 Refer to “The Sun Rises” and “Sonnet 104”. (4)
Compare and contrast the effectiveness of each speaker in his use of time and seasons to explain the nature of love. Quote from each poem to support your answer.

Donne is effective as the sun dictates day and night and seasons. He states that *no season or clime* could change how he feels or diminish his love for his lover. He states that love is eternal and no *hours, days, months, which are the rags of time* would ever be able to change that. In doing so he negates the sun’s alleged arrogance and power but revealing that love is a greater force than the sun itself. Shakespeare uses a similar technique in that he states that love *will never be old* and that even the imperceptible march of Time does not diminish how our lover looks to us. We still see their *sweet hue doth still doth stand* and that even though beauty decays as it *hath motion* and the seasons still change from *April perfumes to beauteous springs* to *yellow autumns* - the passage of time does not diminish the beauty of the ones we love.

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.
3½ – 3	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.
2½	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.
1½	The very partial response: • attempts to address aspects of the question but indicates only partial understanding.
1 – 0	The inadequate response: • attempts to deal with only one aspect of the question but does so very poorly. • Very limited understanding displayed.

Read the unseen poem, **Burning the Old Year**, and answer the questions that follow.

- 4.1 How does the title inform the theme of the poem? Quote to support your answer. (2)

The title of *Burning the Old Year* tells us that what was shall be burnt - both physically and figuratively. The poem then details a tradition / almost a ritual-like act of burning mementos from the year that has gone in preparation for the new year. As a symbolic act of cleansing and forgetting - to burn *lists, partial poems and the orange swirling flames of days* that get consumed by the fire and forgotten. The poet also starts the poem by informing us that notes and paper *sizzle like moth wings* and then she reminds us that *so much of any year is flammable*.

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

- 4.2 Comment on how the poet's use of diction in stanzas 1 and 2 enhances the overall mood of the poem. Quote to support your answer. (3)

Words like *sizzle* and *flammable* indicate immolation. Something burning and disappearing. The poet enforces these with colour as she refers to the *orange swirling* of the days that have gone past. The mood created is one reflection / redemption / cleansing as she burns all the ephemeral items of the year and that nothing is exempt from being forgotten or being spared from the fire that burns as *so little is a stone*.

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.
2½	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 .
1½	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/s to answer the question, but reasoning is concrete or simplistic.
0–1	The inadequate response: • indicates only partial/limited/no understanding of this aspect of the text.

- 4.3 Explain how the personification in stanza 3 enhances the speaker's emotional state. (3)

The memories and moments that have been burnt create an absence as they are gone. This absence shouts, in fact it *celebrates* and the poet returns to her *smallest numbers* (new day and month and almost a reset value). She is relieved and thankful - almost euphoric - at the prospect of starting afresh.

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.
2½	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.
1½	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/s to answer the question, but reasoning is concrete or simplistic.
0–1	The inadequate response: indicates only partial/limited/no understanding of this aspect of the text.

- 4.4 Comment on the meaning of the last two lines of the poem and examine how the speaker's attitude is reinforced in relation to the coming year. (3)

Suddenly the tone shifts. She was celebratory and now she is regretful. She has a *quick dance* which becomes a *shuffle* and then she leaves - pondering all that she DID NOT DO as she remembers regret and missed opportunities that still *crackle after the fire dies*. She could see this as an opportunity to do these in the new year or this could be her entrance to the new year tinged with regret - remembering all that she did not do - all that she could not burn and forget. Her regret crackles as dying coals would.

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.
2½	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.
1½	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/s to answer the question, but reasoning is concrete or simplistic.
0–1	The inadequate response: indicates only partial/limited/no understanding of this aspect of the text.

- 4.5 **Compare and contrast** the differing perspectives of processing and overcoming grief and loss presented in “Oom Piet” and “Burning the Old Year”. Quote from each poem to support your answer. (4)

“Oom Piet” details how grief and loss are softened through the kindness of others. The poet informs us that she had a *sense of rescue, of somehow being saved* through the actions and interactions with Piet. Loss is presented as the absence of happiness as the poet details when she was *least happy in life* and how, through murmuring tones and whispers, Piet gently and kindly and persistently helped.

Loss is purposeful in ‘Burning of the Old Year’. The poet burns old letters that *swallow themselves in seconds* and she burns the physical remnants of the year in a form of cleansing ritual. She wants to lose them. She reminds us that there is so little that withstands the cleansing fire as *so little is a stone* but then embraces the absence that loss brings as a way to start *with the smallest numbers*. It is a celebration to her. However, this is tinged with regret as she admits that *it things she didn’t do crackle after the blazing dies*. The poet admits lingering on the opportunities not taken. Or things not forgotten. She succumbs to the fact that not everything can be erased as easily as paper in a fire.

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.
3½ – 3	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.
2½	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.
1½	The very partial response: attempts to address aspects of the question but indicates only partial understanding.
1 – 0	The inadequate response: - attempts to deal with only one aspect of the question but does so very poorly. Very limited understanding displayed.

QUESTION 5

VISUAL LITERACY

25 MARKS

Refer to **TEXTS 5, 6, 7 and 8** of the insert as indicated in each question.

Examine all texts before attempting to answer the questions.

United Nations High Commission for Refugees (UNHCR), works to protect the rights of refugees worldwide.

Refer to **TEXT 5**.

- 5.1 The advertiser's intention is to humanise refugees by giving Hannah a name and a back story. (2)

Provide a valid reason why the advertiser would **choose** to humanise refugees.

Makes it easier for the reader to relate to the refugees/readers react emotionally which will assist them in understanding refugees better/breaks down the barriers between refugees and those living in the countries where they have sought refuge/challenges the stereotypical perception of refugees.

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

- 5.2 Critically discuss how persuasive language and the visuals on the woman's scarf are used to position the plight of refugees in the advertisement. Refer to both visual and verbal clues in your response. (4)

Emotive language: "slaughtered", "brutal murder", "thousand mile trek:", "active war zone", "horrific"

Questioning of the reader: "But you know what's the most horrific part of her story?"

Will likely identify emotions such as shock, pity, anger at how Hannah has been treated, and guilt or shame when being addressed directly.

Visual details on the scarf - various forms of transport which indicate movement, densely populated areas to refer to poverty, refugee camps on her forehead. Any visual from the scarf could be mentioned - show the poverty of the refugees, their desperate struggles/circumstances.

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.
3½ – 3	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.
2½	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.
1½	The very partial response: • attempts to address aspects of the question but indicates only partial understanding.
1 – 0	The inadequate response: • attempts to deal with only one aspect of the question but does so very poorly. • Very limited understanding displayed.

Consider the sentence below from the copy of Text 5.

“She fled and carried her children on a thousand mile trek through an active warzone.”

- 5.3 Discuss the connotation of using the word “fled” as opposed to “ran away” in the sentence. (2)

No – “ran away” implies a choice and that Hannah did not necessarily have to leave. “fled” implies a lack of choice and a response motivated by fear/instinct/panic.

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

Consider the sentence below from the copy of Text 5.

“Help us bring down the barbed wire fence keeping refugees out of their future.”

- 5.4 Discuss how the use of pronouns in this sentence effectively drives the message of the advertisement. (3)

Us - includes people who could help the refugees. We are responsible to ensure that refugees have a better future.

Their - 'others' the refugees as lacking a future and need 'our' help. They are positioned to be helpless.

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.
2½	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.
1½	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/s to answer the question, but reasoning is concrete or simplistic.
0–1	The inadequate response: indicates only partial/limited/no understanding of this aspect of the text.

Refer to TEXT 6.

- 5.5 How does the rhetorical question “What would you do?” and the options provided in the tick boxes, affect the reader’s response. (2)

The question forces the reader to position themselves as one of the refugees and consider how you would respond in such a situation.

The tick boxes reveal impossible choices that refugees face such as either dying in a warzone or leave family behind.

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

- 5.6 Comment on how the visual details create a tense mood. (3)

Dull, dark colours, smoke in the background indicating a dangerous situation. Women foregrounded is pregnant, surrounded by children indicating their sense of desperation. Her face is forlorn.

The boat ahead of them is overcrowded.

They are sailing into the light - suggesting the possibility of hope.

The mood is sombre, tense, ominous, fearful, eerie.

Consider the following two sentences from TEXTS 5 and 6.

“Most of you want to send her back.” (Text 5)

“No one chooses to become a refugee. Take action.unhcr.org - because you do have a choice.” (Text 6)

- 5.7 By referring to the diction and intention of the writers in these sentences, discuss what response the advertisers wish to elicit from the viewer regarding the treatment of refugees. (4)

Intention is to highlight that refugees are treated badly, they are discriminated against, not understood, not welcomed, seen as a burden. No one chooses to become a refugee and yet they are being othered by broader society. “No one chooses”, “send her back”, “most of you”, “you have a choice.” The advertiser wishes to make the viewer feel guilty and wants to elicit a positive response in the viewer to actively help refugees, not just comment or ignore them.

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.
3½ – 3	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.
2½	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.
1½	The very partial response: attempts to address aspects of the question but indicates only partial understanding.
1 – 0	The inadequate response: - attempts to deal with only one aspect of the question but does so very poorly. Very limited understanding displayed.

Refer to **TEXTS 7** and **8**.

- 5.8 Analyse how the message of **TEXT 7** underpins that of **TEXT 8**. Refer to visual and verbal clues as well as the choice of font and colour in your answer. (5)

Message TEXT 7 - “They took my home but they can’t take my future” - written in childlike font and primary colours to emphasise that the refugee children will not allow themselves to be robbed of a future because of their status as refugees. The 2 children are sliding off the tent, playing. “Future” is written in bold to emphasise its importance. They don’t seem perturbed as they believe that they will have a future.

Message TEXT 8 - “I belong” is highlighted in yellow to emphasise the importance of belonging and identity. The refugees are no longer faceless and homeless as they are welcomed into a community. The lady and her child are smiling and happy. The grass is green and suggests a hopeful future.

In this way, TEXT 7 and 8 have similar messages of hope and a sense of belonging.

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 context. • integrates all elements, making connections and demonstrating a clear understanding of how the parts contribute to the whole.
4 ½ – 4	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 ½ – 3	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 ½ – 2	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.
1 ½	The very partial response: • refers to the text(s). • does not answer the question because of a lack of understanding.
1 – 0	The inadequate response: • attempts to deal with only one aspect of the question but does so very poorly. • Very limited understanding displayed.

QUESTION 6 TEXTUAL EDITING**10 MARKS**

Refer to **TEXT 9** in the insert and answer the questions that follow.

- 6.1 Explain how the auxiliary verb “will” in the first sentence influences the reader to view the role of media in the modern world. (2)

The word ‘will’ doesn’t allow the reader any space to disagree. The word immediately establishes that the author and the reader are on the same level of agreement.

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

- 6.2 Use the definition below to assist you in answering the question that follows.

Portmanteau word: a word that combines the sound and meaning of two words, for example, “smog”, a combination of “smoke” and “fog” to create a new word.

Explain whether “answerability” in paragraph 1 is an example of a portmanteau word?

(2)

Should agree, as the two words are “answer” and “reliability”. Answerability in relation to the text implies that the media allows businesses and the government to do as they please without having the consequences of being expected to answer to their actions and be reliable with their honesty.

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

- 6.3 Identify and correct the spelling error in paragraph 3.

(2)

Government - Government

- 6.4 Explain whether “open and transparent democracy” in paragraph 2 is an example of tautology.

(1)

A tautology is a statement in which the meaning is repeated in different words, leading to a self-evident truth.

Open: Refers to something that is accessible, visible, or available for examination without restriction or concealment.

Transparent: Refers to something that is clear, easily understood, and allows visibility into its inner workings or processes.

Refer to the following sentence in paragraph 3.

“Although the vaccine relates to fear, the media will act as the antidote for justice.”

- 6.5.1 Identify the main clause.

(1)

The media will act as the antidote for justice.

- 6.5.2 Explain how the meaning is impacted by placing the subordinate clause first.

(2)

The subordinate clause removes the focus or power held on the fear of vaccines and transfers this power or focus to the ‘antidote for justice’.

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