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HERITAGE HOUSE

GRADE 12

PRELIMINARY EXAMINATION 2023

ENGLISH HOME LANGUAGE

PAPER I

MARKING GUIDELINES

EXAMINER:	S. BHUGWANDIN	DATE:	22/08/23
MODERATORS:	M. HUBBARD	DURATION:	3Hours
		MARKS:	100

QUESTION 1**COMPREHENSION**

Refer to **TEXTS 1, 2, and 3** on pages (i), (ii) and (iii) of the Insert, **TEXT 1, "The Future of the Global Economy: A De-Dollarized World and the Rise of BRICS Currency,"** along with the cartoons by **Paresh, TEXTS 2 and 3**, and answer the questions below.

1.	Refer to paragraphs 1 and 2.		
1.1.1.	Outline what is meant by the expression, " de-dollarized economy ".		(2)
	A "de-dollarized economy" refers to an economic system where the dominance of the United States dollar (USD) as the primary reserve currency is diminished or replaced. This means that countries, especially those belonging to the BRICS nations, seek alternatives to the USD in international trade and financial transactions. The objective is to reduce reliance on the USD and establish a more balanced and diversified global monetary system.		
1.1.2.	Dictionary Entry for "status quo": Part of Speech: Noun Meaning: The existing state or condition of affairs, especially in the context of social, political, or economic issues. Example: Despite calls for change, the government was reluctant to disrupt the status quo, fearing potential consequences		(2)
1.2.	1.2.1.	Discuss the role the United States has played in the global economy for most of the 20 th century.	(2)
		The United States has played a central role in the global economy for most of the 20 th century due to the USD's status as the world's primary reserve currency. This has given the US significant influence in international trade,	

		finance, and the ability to borrow at lower interest rates. (1 point)	
	1.2.2.	Elaborate on how this monopoly has benefited the United States.	(2)
		The USD's monopoly has benefited the United States in several ways, including increased economic stability, the ability to control its monetary policy, reduced borrowing costs, and a boost to its global influence. Additionally, commodities like oil and gold being priced and traded in USD gives the US control over vital resources and markets. (2 points)	
1.3.		With reference to paragraph 3, evaluate the feasibility of using traditional currencies in general, and the USD as the global reserve currency in modern times. Substantiate your answer with sound reasoning.	(3)
		It's feasible to use traditional currencies for international trade, but there are challenges, especially in the case of the USD as the global reserve currency. The accumulation of US trade deficits, geopolitical factors, and the rise of digital currencies have raised concerns about the stability of the USD. The feasibility depends on addressing these challenges and potential alternatives. (3 points)	
1.4.		Refer to paragraph 6. With close reference to the writer's diction, assess how the writer feels about likelihood of the new BRICS currency displacing the USD's monopoly as the global reserve currency.	(3)
		The writer's sentiment in paragraph 6 is sceptical but acknowledges the intrigue of the idea. They emphasize the challenges and complexities involved in shifting away from the entrenched USD, and they note that the US is likely to defend its currency's privileged status. The writer's tone indicates a recognition of the difficulty of this shift. (3 points)	
1.5.		Compare and contrast the advantages and disadvantages of a de-dollarized global economy. Refer to the text to support your response.	(4)
		Advantages of a De-Dollarized Global Economy: United States: Reduced Trade Imbalances: Shifting from USD dominance could mitigate concerns about trade deficits, stabilizing the US economy. Reduced Geopolitical Influence: A de-dollarized world might lead to more cooperative international relations, lessening US reliance on the USD as a geopolitical tool. Economic Reforms: Maintaining the USD's status could drive the US to address structural economic issues. BRICS Nations: Reduced Dependence: A new currency would decrease reliance on USD, shielding BRICS nations from USD-driven fluctuations.	

	Enhanced Autonomy: A BRICS currency offers economic policy control, reducing vulnerability to external pressures. Balanced Monetary System: A BRICS currency could foster a more diverse and equitable global monetary landscape. Disadvantages of a De-Dollarized Global Economy: United States: Reduced Borrowing Advantage: Lower demand for USD might lead to higher borrowing costs, affecting economic growth. Impact on Global Leadership: The USD's role strengthens US global influence; a new currency could diminish its leadership in financial matters. BRICS Nations: Cooperation Challenges: Crafting a unified currency and monetary policy among diverse BRICS economies presents complexity. Global Acceptance: Establishing credibility and overcoming resistance from established financial players to a new currency could be arduous. Responses should contain any 4 of these points.	
1.6.	Refer to TEXTS 1 and 2.	
1.6.1.	Assess the extent to which TEXT 2 supports the writer's views in TEXT 1. Refer to the visual and verbal elements in TEXT 2 to support your answer.	(4)
	TEXT 2 supports the writer's views expressed in TEXT 1. According to the cartoon, the BRICS nations are grappling with their own internal problems, yet their leaders appear to remain determined to stay afloat. There is a not-so-subtle insinuation that the BRICS leaders are simply blowing hot air about their intentions to dedollarize the global economy. The cartoonist is emphasizing how unlikely it will be for BRICS to succeed – a view shared by the writer in TEXT 1. Therefore, TEXT 2 does support the writer's view in TEXT 1.	
1.6.2.	From your study of both texts, how likely do you think the BRICS nations are to succeed in creating a "de-dollarized world"? Support your answer with sound reasoning.	(3)
	Responses should contain at least 3 of the following points: The likelihood of the BRICS nations successfully creating a "de-dollarized world" is moderate, considering the following factors: Supportive Factors: Economic Power: BRICS nations collectively possess significant economic strength, making it possible for them to challenge the USD's dominance.	

	Diverse Resources: The BRICS nations collectively hold substantial reserves, have diverse economies, and control a considerable portion of global trade and resources. Desire for Autonomy: BRICS nations' dissatisfaction with the USD's dominance provides a strong motivation to explore alternatives and reduce reliance. Challenges: Diverse Goals: The BRICS nations have differing economic goals and policies, which could hinder the creation of a unified currency and monetary policy. Political Cooperation: The success of a new currency hinges on sustained political cooperation among BRICS members, which might be impeded by geopolitical tensions. USD's Embedded Role: The USD's entrenched role in global trade and finance presents substantial challenges in shifting to a new currency. Considering these factors, while the BRICS nations have the economic potential to challenge the USD's dominance, the complexities of creating and implementing a new currency, along with potential resistance from established players and ongoing geopolitical dynamics, make the complete displacement of the USD from its global reserve currency status a challenging endeavor.	
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[Total: 25]

QUESTION 2 SUMMARY

Experience the Heartbeat of Brazil in the World-Famous Rio Carnival! Immerse yourself in the vibrant tapestry of Brazilian culture at the Rio Carnival, a dazzling display of music, dance, and unity. Witness the electrifying Samba Parades at the iconic Sambadrome, where samba schools compete with infectious rhythm and creativity. Join the exhilarating blocos, street parties where barriers dissolve, and people from all backgrounds dance to the rhythm of uninhibited joy. This is your chance to be part of a unique cultural phenomenon, celebrating life, diversity, and the spirit of Brazil. Don't miss out – sign up for this unforgettable overseas adventure and be part of the magic! (90 words) [10 points]

D.21 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.

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.

10 marks

QUESTION 3: SEEN POETRY

Read the poems “The Discardment” by Alan Paton, and “Ozymandias” by Percy Bysshe Shelly on pages (v) and (vi) of the Insert and answer the questions below.

- 3.1. Refer to the poem, “The Discardment” by Alan Paton on page (v) of the Insert.

3.1.1.	Refer to line 6 , “ The great bulk of her pirouetted ” and comment on the effectiveness of the poet’s use of juxtaposition in conveying the lady’s feelings.	(2)
	The juxtaposition of the expression “great bulk” with the word “pirouetted” creates a contrast between the size of the employee and the light-footed expression of the joy she experiences upon receiving the discarded item of apparel. Her joy lightens her steps as she dances in ecstasy despite her large size. The juxtaposition is therefore effective.	
3.1.2.	Refer to lines 9 to 12. How does the poet’s use of anaphora and hyperbole emphasize the literal and figurative meaning contained in this poem?	(3)
	On a literal level, the use of anaphora in these lines emphasizes the extent to which the employee’s joy extends outwardly in widening circles, creating a ripple of joy. The implied meaning is that the poet wishes to draw attention to the plight of the masses of people living in Africa who live in such poverty that they view discarded items that would otherwise have found their way into the garbage, as a windfall or treasured gift. The deliberately widening circles of emphasis eventually encompasses the entire continent.	
3.1.3.	Refer to line 13 , “ intolerable joy ”. Elaborate on the contrasting feelings between the employer and employee in this poem.	(3)
	While the employee exuberantly expresses her joy at receiving the gift, the giver of the gift, the employer, is increasingly more embarrassed by her escalating displays of joy and gratitude. The oxymoron created here, emphasizes the contrast between their respective emotions.	

3.2.	Refer to the poem, "Ozymandias" by Percy Bysshe Shelly on page (vi) of the Insert.	
3.2.1.	Compare the sentiments expressed in line 7 of the poem " Ozymandias ," " stamped on the lifeless things " with those of the speaker in line 3 of " The Discardment " (" Its purpose served, its life done ").	(2)
	Comparing line 7 of "Ozymandias," "stamped on the lifeless things," with line 3 of "The Discardment," "Its purpose served, its life done," reveals a parallel in themes. Both lines convey a sense of finality and decline. In "Ozymandias," "lifeless things" suggest the decay and lifelessness of the statue's remains, while in "The Discardment," "its life done" alludes to the discarded item's end of usefulness. The similarity in themes reflects the transient nature of power and utility, reminding us that even mighty rulers and objects eventually succumb to the passage of time.	
3.2.2.	With close reference to diction, compare and contrast each of the poets' commentaries regarding the powerful and the powerless.	(5)
	In "The Discardment," Paton portrays the powerful as dismissive, using phrases like "A trifle" and "no longer to be worn," to depict the indifference of those discarding the item. In contrast, Shelley's "Ozymandias" presents the powerful ruler's arrogance through phrases like "Look on my works, ye Mighty, and despair!" which emphasize the king's sense of superiority. Both poets depict the powerless with a sense of significance. Paton celebrates the employee's "intolerable joy" and "participation" in the experience, highlighting the value the powerless can find in overlooked things. On the other hand, Shelley's portrayal of the "shattered visage" and "colossal wreck" conveys a sense of dignity in the face of ruin, symbolizing the strength and endurance of the powerless in the face of powerful figures. The contrasting diction in each poem emphasizes different aspects of the powerful and the powerless, showcasing the complexities of their relationships.	

[Total: 15]

QUESTION 4: UNSEEN POETRY

Refer to the poems, "Good-by Bill" by Ringgold Lardner (**TEXT 8**) and "Nobody loses all the time" by ee cummings (**TEXT 9**) on pages (vii) and (viii) of the Insert and answer the questions below.

4.1.	Refer to the poem, "Good-by Bill" (TEXT 8) on page (vii) of the Insert.	
4.1.1.	Discuss the effectiveness of the extended use of personification in this poem.	(2)
	The extended image in "Good-By Bill" is effective in illustrating the speaker's inner conflict and emotional attachment to the Dollar Bill. The repeated personification of the Dollar Bill as if it were a person with thoughts and feelings, such as the voices from the easy chair commenting on its use, creates a vivid and relatable image. This	

	personification makes the Dollar Bill a central character in the poem, evoking empathy and making its departure feel more significant and poignant.	
4.1.2.	Elaborate on the poet's use of dialogue to highlight the inner conflict experienced by the speaker.	(4)
	The poet's use of dialogue helps to highlight the speaker's inner conflict regarding how to spend the Dollar Bill. The voices from the easy chair represent conflicting thoughts and opinions, reflecting the speaker's wavering decisions. The dialogue adds depth to the speaker's character and provides insight into their indecisiveness. It emphasizes the internal struggle faced by the speaker as they debate between practical choices and indulgent desires, making the poem more engaging and relatable.	
4.1.3.	Suggest what feeling is experienced by the speaker as conveyed by the rhetorical question, "How shall I squander you?" in stanza 2.	(2)
	The speaker fantasizes about all the ways he could spoil and pamper himself with his last dollar bill. The rhetorical question conveys just how deprived he is of the simple luxuries he has been denied for much too long. The fact that this question is rhetorical renders it a rather powerless flight of fantasy and nothing more, for deep down, he knows that he will capitulate to the practical needs of the family. He merely indulges in a moment of sheer fancy as it seems to be his only luxury.	
4.1.4.	With reference to the last line, "There on the floor is the Reason Why", propose what this "Reason Why" is. Refer to elsewhere in the poem to support your response.	(3)
	The "Reason Why" is his child. Throughout the poem, the voice from the easy chair comments on the practical needs, such as shoes and clothing, highlighting the tension between the speaker's personal desires and the input from the person in the easy chair's reminder about his practical responsibilities. The speaker eventually decides to prioritize these practical needs of his child. He can easily do without luxuries if it means he can fulfil the needs of his child.	
4.1.5.	With close reference to the poet's diction in the last stanza, discuss how the speaker feels about the "Reason Why".	(2)
	Throughout the poem the speaker has been debating with himself about all the things he could do with the dollar bill, while his wife, sitting in the living room, give him a list of practical options from which he can choose as they have so many needs. In the end he realizes that he can make do with what he has "What do I care for a vaudeville show?" "I'll shave myself" etc. He does not need to spend on himself because his child's needs come first. Their child is playing on the floor in front of them while the parents are discussion how to utilize the precious money the speaker possesses.	
4.2.	Refer to both TEXTS 6 and 7.	
4.2.1.	Examine critically how the mood in each poem is conveyed through the unconventional usage of language, punctuation and experimentation with verse.	(2)

	In "Good-By Bill," the informal and colloquial language, contractions, and casual expressions create a conversational and relatable tone. The poet uses dashes, enjambments, and line breaks to emphasize certain phrases, contributing to the poem's rhythm and flow. These stylistic choices evoke a sense of intimacy and familiarity, reflecting the speaker's personal thoughts and emotions. The refrain at the end of each stanza indicates how the wife's words cut into his fantasy with the word "Hark!" indicating the sharp interruption of his thoughts. The fact that her words are written within brackets shows how he relegates them to the recesses of his mind as he focuses on his fantasies instead. In "Nobody Loses All the Time," ee cummings' unconventional capitalization, punctuation, and spacing create a visually distinctive and experimental layout. The lack of traditional punctuation and capitalization adds to the poem's free-flowing and open-ended nature, allowing readers to interpret the verses in their unique ways. The experimentation with verse reflects the themes of failure and impermanence in the poem, mirroring life's uncertainties. In both poems, the unconventional usage of language and verse serves to evoke a particular mood. "Good-By Bill" exudes a nostalgic and contemplative mood through its colloquial language, while "Nobody Loses All the Time" conveys a reflective and contemplative mood through its experimental verse. The combination of unconventional elements in each poem intensifies the mood, making both works emotionally resonant and thought-provoking.	
4.2.2.	With close reference to the diction, discuss how these poems highlight the plight of the poor.	(2)
	In both poems, the diction serves to emphasize the struggles and challenges faced by the poor. In "Good-By Bill," phrases like "Look at his shoes! We must buy a pair" and "He hasn't a romper that's fit to wear" highlight the speaker's need for essential items and the societal pressure to meet basic expectations. These phrases underscore the financial constraints and the desire for a better quality of life. In "Nobody Loses All the Time," the speaker's Uncle Sol is portrayed as a "born failure," and his various failed attempts, such as farming, reflect the hardships faced by those trying to escape poverty. The diction in both poems underscores the plight of individuals struggling with economic challenges and the limitations they face. (2 points)	

[Total: 15]

QUESTION 5: CRITICAL AND VISUAL LITERACY

Study **TEXTS 10 to 15** on pages (ix) to (xi) of the Insert and answer the questions set.

5.1.	Refer to TEXT 8 With close reference to the visual and verbal clues, discuss the commentary the cartoonist is making about Africa's foreign economic partners.	(3)
	Although the U.S.A. was already inside, they were too close to the door and got smashed against the wall where they are still dazed and confused as signified by the stars which is also a play on the star spangled banner of their flag as well. The fact that the U.S.A. is depicted as a clownish-looking slender man in a top hat (Uncle Sam), creates the impression that he is not to be taken seriously. On the other hand, the huge hulking figure representing China, cannot even fit through the doorway, indicating how robust and powerful they are by comparison. China is holding a suitcase of investments and the bag just outside the door is indicative that they anticipate a long stay. China is happy to be there, signified by the broad smile on his face, while the U.S.A. looks terrified. The action lines near the door indicate that China opened the door with great force. The cartoonist is implying that China has much more to offer Africa than America does. He seems to also trust China more than he does the United States simply by depicting the smiling openness of China's body language as opposed to the cowering furtive and shocked expression of Uncle Sam.	
5.2.	Refer to TEXT 9 With close reference to the visual and verbal clues, outline THREE social commentaries the cartoonist is making simultaneously in this cartoon.	(3)
	The speaker is the granny who is knitting instead of being glued to a device; grandad is also busy fixing hot beverages for everyone. This highlights the generation gap between the older generation and the younger generations. The cartoonist emphasized the addiction people have to social media and electronic devices by the use of hyperbole—even the dog is watching a device. The third commentary is, of course, the current political and social climate we are living in. This is indicated by the granny's words, in which the key words are depicted in bold. She lists the socio-political concerns of our time and also asks that if we are going to regress into the early 20 th century with a reenactment of ancient political situations, we should at least get rid of the internet too. The wide-eyed and stressed-out expressions of the younger members of the family sends a clear message that social media addiction raises anxiety levels. (Accept any plausible responses.)	
5.3.1.	Refer to TEXTS 10 and 11.	

	Evaluate the effectiveness of EACH advert in the ongoing advertising war between BMW and Mercedes Benz. Which advert do you think is more effective? Make close reference to the visual and verbal aspects to justify your answer.	(4)
	Text 10, the Mercedes Benz advert is highly effective at the expense of BMW. The grill of the BMW is made to represent prison bars. The dark background further enhances the sense of captivity, suggesting that driving a BMW is not fun at all and there is a sense of isolation-like solitary confinement. Looking out through the bars (the BMW grill), the latest SUV-model Mercedes Benz cars are gathered around, enjoying the freedom of a lovely natural setting with lots of natural light. They are arranged in a semi-circle to emphasize the social setting. The caption "Get Free...Join the real world" implies that BMW owners are not living their best lives and that only those who opt to drive a Mercedes Benz are able to feel like they're part of the real world. In TEXT 11, BMW claims to always be ahead and the view in the rear view mirror is that of a Mercedes Benz, which means that the BMW is ahead of the Merc. While both adverts use a natural background, the BMW advert shows a blurred background, indicating how fast their cars are, while the Mercedes Benz scenery is calm and tranquil and the cars are not going anywhere. The BMW advert, TEXT 11, is much lighter and speaks directly about the car's performance, while the Mercedes advert, TEXT 10, merely resorts to trying to insult the competition. Learners get to select and motivate for which advert is more effective, with sound reasoning.)	
5.3.2.	Explain how the composition of EACH advert immerses consumers.	(3)
	While both adverts address the BMW owners, TEXT 10, insinuates that BMW drivers are prisoners looking out into the world. The camera shot is like a reversal of being on the outside looking in, and it is that BMW drivers are on the inside, incarcerated, looking out. This is designed to make BMW drivers wish they could taste the kind of freedom enjoyed by those who drive Mercs. In TEXT 11, the camera shows the consumer as the driver of a BMW car, speeding down a country road with a Merc giving chase, as seen in the rear-view side mirror. This creates a sense of power and speed, making driving a BMW a thrilling experience. The fact that only part of the Merc is visible adds a bit of arrogant flair to the advert which consumers will find cheeky and confident, making them want to be that BMW driver.	
5.4.	Refer to TEXT 12	
5.4.1.	What commentary is the advertiser making about the role of parents in this advert? Make close reference to the visual and verbal clues to support your answer.	(3)
	In TEXT 12, the advertiser cautions parents that children imitate them. This is powerfully depicted by the cigarettes taking on the appearance of crayons and the cigarette box, taking on the role of a box of	

	crayons. The red writing at the top in a childish font is effective in highlighting what is at stake. The addition of the staggering statistic adds weight to the message.	
5.4.2.	How does the use of colour and font contribute to the effectiveness of these adverts?	(4)
	In Text 14 the color red indicates danger and a warning, while in Text 15, the colour red entices the reader to taste the “popcorn” which is a food associated with the film industry. This advert targets those who wish to become writers of screenplays. The squashed up pieces of paper are made to look like popcorn, while the bin is made to look like the bucket in which the popcorn is served. In the food industry, the colour red is design to stimulate the appetite.	
5.5.	Refer to TEXT 13 . Discuss how the clever use of visuals supports the tag line and the intention of this advertisement.	(3)
	The bin is deliberately shaped like a tub in which popcorn is served at cinemas and the scrapped attempts at writing a script or screen play are balls of paper made to look like popcorn. These clever visuals support the tag line, which is written in a typewriter font, further emphasizing that the advert is aimed at writers, “Want to write something good for the cinema?” This also supports the intention of the advertiser to inspire writers to create screenplays and scripts for patrons to enjoy at the cinema (probably while eating popcorn). The walls, flooring and light switch in the bottom left corner indicate that the advert is directed at freelance writers who work from home as this scene is set in an apartment building. The subtle allusion to the fact that movies are enjoyed in the dark is further highlighted by the light switch.	

[Total: 20]

QUESTION 6: LANGUAGE AND EDITING

Study the extract below and answer the questions that follow.

1.	Are we heading for a cashless future? Eswar Prasad, a senior fellow at Brookings and author of the forthcoming book, “The Future of Money: How the Digital Revolution Is Transforming Currencies and Finance,” thinks so. Credit card and cell phone payments has disrupted the physical cash market already, but Prasad says the real driving force will be central banks—as new cryptocurrencies continue to emerge and their <u>popularity</u> expands, central banks will react by developing their own more stable forms.	1. 2. 3. 4. 5. 6.
2.	On September 13, the Hutchins Center on Fiscal and Monetary Policy and the Global Economy and Development program at Brookings hosted a virtual conversations between Prasad and Glenn Hutchins, co-chair of the Brookings Board of Trustees, on Prasad’s argument that the world is approaching a tipping point where cash phases out and digital currencies reign supreme. This will have far-reaching implications for individuals, businesses, banks, and governments: improved efficiency, increased flexibility, and improved market access, particularly for the unbanked. But the risks include market instability, minimal accountability, and decreased privacy.	7. 8. 9. 10. 11. 12. 13. 14.

3. Following the Prasad-Hutchins conversation, the Financial Times' Gillian Tett moderated an expert panel focused on the government's role in managing and regulating digital currencies, maximizing benefits, and minimizing risk.

15.
16
17.

<https://www.brookings.edu/events/the-future-of-money-the-end-of-cash-and-the-rise-of-digital-currencies/>

6.1.	Refer to paragraph 1.	
6.1.1.	State the function of the inverted commas in lines 2-3.	(1)
	The inverted commas in lines 2-3 indicate that the phrase "The Future of Money: How the Digital Revolution Is Transforming Currencies and Finance" is a direct quotation from the forthcoming book by Eswar Prasad. The function of the inverted commas is to denote this exact wording from the source and to set it apart from the rest of the sentence. (1 point)	
6.1.2.	Identify and correct the error in lines 3-4.	(2)
	The error in lines 3-4 is a subject-verb agreement issue. "Payments" is a plural noun, so the verb "has" (singular) should be corrected to "have" (plural) to agree with the subject. The corrected sentence would be: "Credit card and cell phone payments have disrupted the physical cash market already..." (2 points)	
6.1.3.	Remove the positive connotation of the underlined word in line 5 by replacing it with another word.	(1)
	Notoriety, infamy.	
6.2.	Refer to paragraph 2.	
6.2.1.	Account for the use of the comma in line 7.	(1)
	The comma in line 7 is used to separate two independent clauses in a compound sentence. It separates the first clause, which introduces the event ("On September 13"), from the second clause, which describes what happened on that date. The comma helps clarify the sentence's structure and improves readability. (1 point)	
6.2.2.	Identify and correct the error in line 8.	(2)
	Malapropism. Conservation should be conversation.	
6.2.3.	Refer to lines 7 – 11. Is this sentence subjective or objective ? Justify your answer by making close reference to the writer's diction.	(3)
	The sentence in lines 10-11 is subjective. It expresses the viewpoint of the writer (Prasad's argument) and predicts a potential future state where digital currencies reign supreme. The writer is presenting an opinion or interpretation. This is evident in the phrase "Prasad's argument that the world is approaching a tipping point..." (3 points)	

6.3.	Refer to paragraph 3.	
6.3.1.	What type of sentence is paragraph 3: simple, compound, or complex? Explain.	(2)
	This sentence is a simple sentence because it contains only one independent clause and does not involve the complex or compound structure. The introductory adverbial phrase provides additional context, but it doesn't create a complex or compound structure in this case.	

[Total: 15]