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CURRO PRELIMINARY EXAMINATION

ENGLISH HOME LANGUAGE

GRADE 12

CURRO

MARKING GUIDELINES

Examiner:	SJ. Douglas	Date:	29 August 2024
Moderator:	K. van der Merwe	Time:	3 hours
		Marks:	100

Name and surname:			
Educator:		School:	

PLEASE READ THE FOLLOWING INSTRUCTIONS CAREFULLY

- These marking guidelines must be used in conjunction with the generic descriptors in order to ensure accurate marking. The relevant generic descriptor has been included after each question.
- The generic descriptors have also been included at the end of this document in a format which allows for one page of back-to-back printing.
- MD = “marker’s discretion” – please accept answers which are logical responses that link clearly to the question.
- All markers should attend the standardisation session before the marking of the paper starts.
- Note: no marks are given for yes/no. These are simply used to indicate stance in the marking guidelines.

Refer to **TEXT 1** on pages 1 and 2 of the Insert, “From ‘Naughty’ to ‘lol’: the evolution of language in the internet age” and answer the following questions.

1.1. Refer to paragraph 1.

1.1.1. Comment on how the author’s choice of narrative voice positions the reader. (2)

The choice of second-person narrative addresses the reader directly, and by asking questions allows for personal involvement, and immediately positions the reader to have a stance on how they would react if someone threatened to “imprison” them, “gouge” their eyes out or “murder” them.

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

1.1.2. Explain how the use of contrasting diction enhances the point being made by the author. (3)

The point being made by the author is that words are no longer used in the way they once were. This is supported by contrasting the diction of the original use, “imprison/gouge/murder” and the contemporary use, “nuisance/disobedience” (OR “executioner/mutilator” and “children”).

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 the following from paragraph 2:

(Only they could be magnanimous, you see.)

Discuss how the tone used in the information in parenthesis reveals the author's attitude toward classism.

(2)

MD. The sarcastic/ironic/condescending tone illustrates the author's attitude of disbelief/frustration/irritation – shows that the author does not believe in the class system/believes the class system is pointless.

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.

1.3. Refer to paragraph 3.

Critically discuss to what extent the imagery used in the paragraph supports the statement that “progression is often discernible”.

(2)

The image of a tree growing slowly where it takes time to realise how much the tree has grown supports the statement as “with retrospection” the growth is noticeable/does not support the statement because if there is no retrospection, then the difference is not noticeable (note: the candidate must show an understanding of what the word “discernible” means, even if only by inference).

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.

1.4. Refer to paragraph 4.

Explain in detail how the author goes about achieving a shift in the focus of the text in this paragraph

(3)

MD. The paragraph opens with a co-ordinating clause/the word “But”. This grammatically incorrect start highlights the word “but”, which shows a contrast to previous statements will follow. The longer opening sentences are followed by a short, simple sentence, which indicates that the focus of the text will now be on the internet. Note: learners may focus on other aspects here, such as tone, as long as the shift in the focus of the text is made clear.

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.

1.5. Refer to paragraph 6.

Explain how the meaning of the sentence would change if the word “linguistic” was removed from the phrase “linguistic foreigners”.

(2)

“Linguistic foreigners” refer to those who speak differently to the way in which we do, whilst “foreigners” refers to those who come from a different country than we do.

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.

1.6. Refer to paragraph 7.

Comment on the accuracy of, ““abbreviations like ‘lol’ and ‘wtf’...”

(2)

This statement is inaccurate, as “lol” is an acronym, and “wtf” is an initialism.

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.

1.7. Refer to paragraph 9.

Argue to what extent the examples of the various functions of “lol” prove that the language of the internet evolves.

(2)

MD. Candidate must reference examples provided in the text, and show an understanding of the word, “evolve”.

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.

1.8. Refer to paragraph 10.

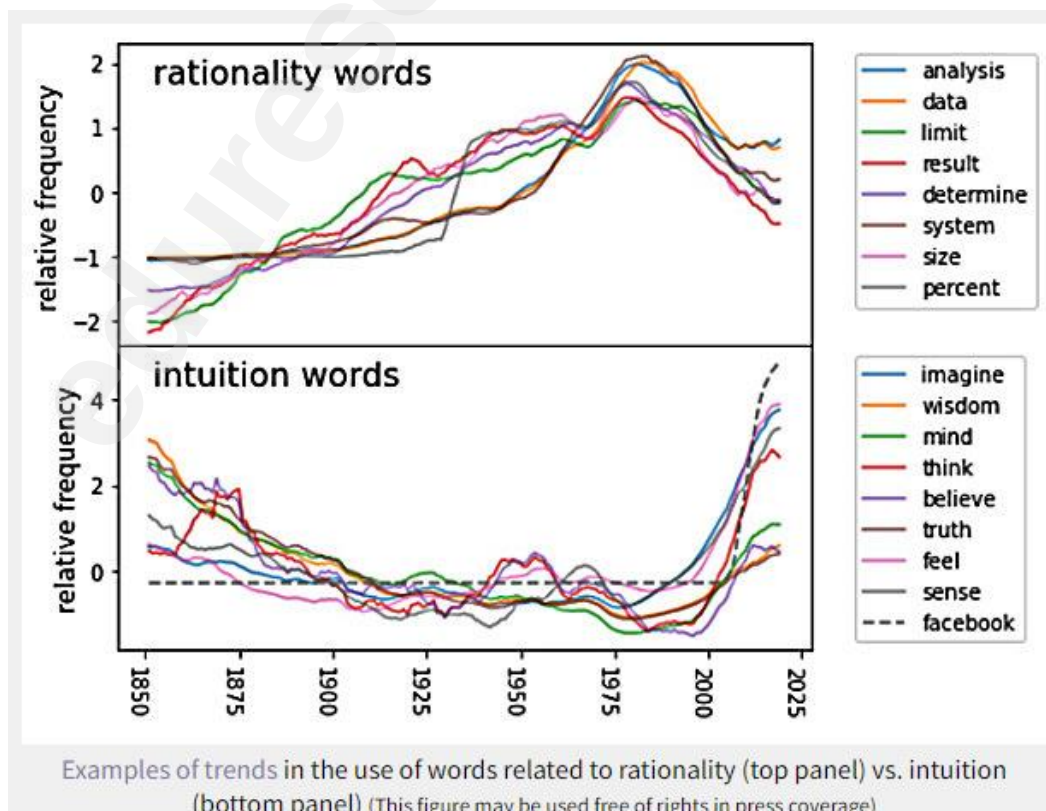
Explain how the use of the idiomatic expression “Wild West” assists the reader in better understanding the author’s comment about the internet.

(2)

The “Wild West” refers to something being lawless, or lacking control. This links to the idea of the internet being a “decentralised authority”, as there isn’t one standard set of rules for the internet.

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.

1.9. Carefully consider the information below before answering the question which follows.



[Source: <https://pandasthumb.org/archives/2022/01/devolution-of-language.html>]

The authors did find that the shift from rationality to sentiment in book language accelerated around 2007 with the rise of social media, when across languages the frequency of fact-related words dropped while emotion-laden language surged, a trend paralleled by a shift from collectivistic to individualistic language.

[Source: <https://phys.org/news/2022-01-rationality-declined-decades.html>]

Consider the information provided in paragraphs 10 and 11, and then judge whether or not **the sources above** support the concept of **evolution** in language. **Refer to the graph**, the above extract and **specific details** from **TEXT 1** to support your **stance**. (5)

MD – learners must refer to all texts in their answers, and link their response to the evolution of language. Candidates may agree or disagree with the fact that the increase in intuition words, and the decrease in rationality words is an example of evolution. The information in paragraphs 10 and 11 focuses on how words become the norm over time, and that the internet increases the pace of change – candidates will likely relate the rapid changes in the graphs from 2020 to 2025 to this fact. NB! Look for a clear voice in this response.

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 $\frac{1}{2}$ – 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 $\frac{1}{2}$ – 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 $\frac{1}{2}$ – 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 $\frac{1}{2}$	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.

[25]

QUESTION 2: Summary Downloaded from eduresourceza.com

Refer to **TEXT 2A** and **TEXT 2B** on pages 2 and 3 of the Insert.

You have been asked to present a **speech (FORMAT)** at a **Women's Month festival (AUDIENCE)** which **celebrates the power and influence of young women in the community (PURPOSE)**.
(REGISTER – Informal-neutral)

Using **TEXT 2A** and **TEXT 2B** as your **only sources**, your summary of the relevant information in the texts will be used to as the key points you will make in your celebratory speech.

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

Global marking, giving credit for concise and coherent sentences expressed in the candidate's own 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: (10 – 8 ½)

- 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 texts.
- 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 for the task**, 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: (8 – 7)

- A candidate producing a good summary will be able to discern which aspects of the texts are relevant and will be able to synthesise these and convey them in his/her own words.
- **The summary will successfully meet most of the requirements specified in the instructions.**
- Candidates will **use the appropriate register for the task**, 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 marks.

Average: (6 ½ - 5 ½)

- A candidate producing an average summary will demonstrate an ability to discern which aspects of the texts are relevant and will be able to put these into his/her own words most of the time.
- **The summary might not take into consideration the most important requirements specified in the instructions.**
- 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 5½ marks.

Below average: (5 – 4)

- 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 for the task** 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: (3 – 1)

- Summaries in this category will show extremely limited – if any – understanding of the texts.
- This will be evident through an inability to select appropriate parts of the texts to summarise or through excessive cutting and pasting.
- **Register will not be appropriate for the task.**
- Expression is likely to be poor, impeding understanding.
- 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.

General overview of key points in the text:

- **Teenage girls are key drivers of linguistic change:** Young women are often ahead of young men in adopting new language forms.
- **Historical evidence supports this:** William Labov found that women lead 90% of linguistic change, a trend confirmed by studies showing faster adoption of new language by women.
- **Linguistic change is adaptive:** Each generation modifies language to distinguish itself, which can cause discomfort for some who view these changes as threatening.
- **Cultural influences and language change:** Phrases from different cultures, like Americanisms, are adopted by younger generations, sometimes frustrating older ones.
- **Judgements about language are social:** People judge others based on their speech, not because the language is inherently good or bad.
- **Language evolution is inevitable:** Despite differing opinions, language will continue to change over time.

3.1. Refer to **TEXT 3A**, the poem “Sonnet 104” by William Shakespeare on page 4 of the Insert, and answer the questions that follow

3.1.1. Refer to the first quatrain: “To me, fair friend... three summer’s pride”.

Discuss how the use of sound devices impacts on the reader’s understanding of the poet’s state of mind.

(2)

MD. The poet’s state of mind is contemplative/reflective etc. The sound devices support this through the use of the softer “f” sound in the alliteration in “fair friend”, or the sibilance in “such seems”/“forests shook three summers”.

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.

3.1.2. Explain how the extended metaphor supports the reader’s understanding of poet’s beliefs about beauty.

(3)

The extended metaphor used throughout the poem of the seasons changing (“Three winters”/ “Three summers”/ “three beauteous springs”) as a direct comparison to the passage of time illustrates that the poet believes that beauty, like the seasons, will change over time, however, in the case of the “fair friend”, their beauty (unlike the seasons) does not change.

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.

- 3.2. Refer to **TEXT 3B**, the poem "For Oom Piet" by Fintula Dowling on page 3 of the Insert, and answer the questions that follow.

- 3.2.1. Refer to stanza 2: "You spoke to me... an old man".

Explain how Oom Piet's nature contributes to the mood created in this stanza.

(3)

MD. Oom Piet's gentle/caring/kind nature, as illustrated by his actions in speaking to the poets in "low, mummering tones"/talking about crops, flowers and poultry" rather than what was making the poet feel "least happy"/in the fact that he "guessed" rather than asked/that he was courtly, supports the creation of a mood of warmth/tenderness/contentment.

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.

- 3.2.2. Refer to the last stanza: "You moved... being saved".

Comment critically on to what extent the change of rhythm in the last stanza of the poem reinforces the point being made by the poet.

(3)

MD. The shift in rhythm from irregular metre and free verse to the last two lines having a more regular metre and the frequent use of sibilance, creating an almost lyrical quality, reinforces the point that in spite of losing contact with Oom Piet, the poet is grateful for his actions in her life.

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 poems “Sonnet 104” by William Shakespeare (**TEXT 3A**) and “For Oom Piet” (**TEXT 3B**) by Finuala Dowling on page 4 of the Insert; and the information below and answer the question that follows.

Richard Gregory's Constructivist Theory of Perception says that just using our senses isn't enough to understand what we see. Instead, Gregory thinks that perception is an active process where we use what we already know, our **personal experiences**, and the **context** to make sense of things.

[Source: adapted from <https://www.studysmarter.co.uk/explanations/psychology/cognition/gregorys-constructivist-theory-of-perception/> with the help of OpenAI]

By making specific reference to **the imagery** used to convey the poet's perceptions of the “fair friend” and “Oom Piet” respectively, critically discuss which poem you feel best fits Gregory's Constructivist Theory of Perception. (4)

MD. Candidates must make specific reference to imagery in both poems, and must clearly link it to the theory presented in the provided information. Note that candidates must provide a clear stance on which poem better represents the theory.

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.

[15]

Please turn page.

QUESTION 4: Unseen Poetry

Refer to **TEXT 4A**, the poem “For the student who thought that grammar doesn’t matter when people are dying” by Joseph Fasano on page 4 of the Insert, and answer the questions that follow

- 4.1. Refer to line 1 (“What can kill us in unclarity”) and line 5 (“Clearly the writer meant...”).

Explain the irony evident here.

(2)

MD. It is ironic because what the writer meant is not clear, and so contributes to the unclarity.

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. Refer to lines 6 to 13: “But someone...at the door”.

- 4.2.1. Consider the **similes** used in these lines, and then discuss **to what extent** they are effective at conveying the **reasons why** the passive voice should be “avoided at all costs”.

(3)

MD. The similes used are “like passion” and “feeling like a chill” – both must be referenced in the response. Candidates will likely feel that “feeling like a chill” is effective in conveying why the passive voice should be avoided, because no one wants to feel unwell and that “passion” is risky; or may feel that “like passion” is ineffective, because passion can be perceived as a good thing.

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.

- 4.2.2. Comment critically on the effectiveness of the apparent link between the passive voice and passive behaviour as illustrated in these lines. (2)
- MD. The link could be perceived as being that passive behaviour means not to act directly, and in passive voice, the subject does not perform the action of the verb OR candidates may feel that the only link between the two is the word, “passive” (if they respond in this way, then they must unpack their thinking fully to earn full marks).

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.

- 4.3. Consider the following statement from line 24: “Who is bombing whom.”
- Explain how the intention of the line would be altered if the full stop was replaced with a question mark. (2)
- In the initial statement, it is clear who is bombing whom, so it would be clear who the perpetrators and who the victims are, or it would be like a list. If the full stop were replaced by a question mark, then it would be unclear as to who was bombing whom, and would indicate uncertainty.

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.

- 4.4. Refer to lines 25 to 27: “It took me... *destroyed them*”.

Critically analyse why the poet chose to use the words “misunderstand correctly” in light of the last two lines of the poem.

(2)

MD. The final two lines of the poem are ambiguous, as it is not clear which children are being forgotten. The poet thus chooses to “misunderstand correctly” in that all children are impacted by the actions of the conquerors.

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.

- 4.5. Refer to the poem “For the student who thought that grammar doesn’t matter when people are dying” by Joseph Fasano (**TEXT 4A**) and “Will it be so again” by Cecil-Day Lewis (**TEXT 4B**) on pages 5 and 6 of the Insert before answering the question which follows.

With detailed references to both poems, critically discuss each poem’s success in conveying the destruction of war.

(4)

MD. Candidates must analyse each poem – they are not required to discuss which poem is more successful. Both poems refer to how the destruction impacts on people. Note that global marking must apply today, so the marking split does not necessarily need to be 2 marks awarded per poem.

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.

[15]

Please turn page.

QUESTION 5: Critical Literacy

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

5.1. Refer to **TEXT 5A**.

5.1.1. Comment on the effectiveness of the imagery used in the advertisement to appeal to the intended target market. (2)

The target market is people who are interested as working in translation, specifically as cryptologic linguists. MD for effectiveness.

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.

5.1.2. Consider the navy's slogan:

The Team Works

Explain how the pun used positions the reader to view the navy.

(3)

Pun "works" as in working hard; "works" as in being effective. MD - this positions the reader to view the navy as being extremely professional.

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.

- 5.1.3. Explore how the use of the prefix "crypto" in the context of the advertisement assists you in understanding the word "cryptologic".

(2)

MD. The prefix "crypto" means hidden or secret, it can also mean "digital".
NOTE: learners do not need to know this to earn the full marks – they can apply any logical understanding of the word, such as linking it to "cryptic".
This assists in understanding the word "cryptologic" in that it will be the scientific/logical study of hidden or secret information/codes OR that it is information which is difficult to decipher or occurs in the digital space.

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. Refer to TEXT 5B.

- 5.2.1. Explore how the advertisement employs humour to achieve its intended purpose. Comment critically on the link between the visual and verbal details in your response.

(4)

MD. Humour is created the visual pun of a man on a stage in a spotlight playing a bread roll links rather than a role in a play. This links to the verbal details of the incorrect description provided to AI, and the specific word, “roll”. It also relies on the literal and figurative meanings of the word, “play”. The intended purpose of the advertisement is to highlight that a good grasp of “spelling, punctuation and syntax” is required in order to use AI effectively, which is clearly illustrated in the error in the image.

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.

5.2.2. Refer to the statement below:

A. With Artificial Intelligence, you can create images from words.

B. You can create images from words with Artificial Intelligence.

Argue which of the above statements is most effective in conveying the context of the advertisement.

(3)

MD. Candidates can choose either statement, with sufficient validation e.g. statement A is more effective as it foregrounds AI, which is the tool being used in the advertisement OR statement B is more effective, as it foregrounds “You” and it is a school advertising, so “You” would then be the intended target market.

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.

5.2.3. Refer to the statement below:

A man playing a roll at the theatre.

Is the word “roll” an example of a homophone or a malapropism? Justify your answer.

(2)

Homophone – the words have the same pronunciation, but different spellings; whereas a malapropism is a word which sounds similar, and therefore does not have the same pronunciation.

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.

5.3. Refer to TEXT 5C.

5.3.1. Refer to the following:

This time, John crossed the line.

Evaluate to what extent the layout of the advertisement supports the ambiguity contained in the above statement.

(3)

MD. The layout of the advertisement shows a car which has crashed after crossing two painted lines being positioned in the middle of the page, which makes it the focal point. This supports the literal meaning of “crossed the line” as the tyre tracks shows that the car drove over the lines. It also

supports the figurative meaning, in that John took things too far by going over the speed limit, and subsequently crashing the car.

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.

- 5.3.2. Consider the following statement from the advertisement and the provided definition before answering the question which follows.

Respect the speed limit.

A **modal verb** is an auxiliary verb that expresses **necessity** or **possibility**. English modal verbs include *must, shall, will, should, would, can, could, may, and might*.

[Source: <https://languages.oup.com/google-dictionary-en/>]

Discuss to what extent you feel the statement would have been more effective had it included an explicit subject and a modal verb.

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

Candidates will likely believe that the inclusion of a subject and modal verb such as “You must” could be more effective as it addresses the reader directly. Better candidates may comment on the type of modal verb used, for example, “could” would not be as effective as “must”. Candidates must show an understanding of how the use of modal verb would potentially impact on the reader.

5.4. Refer to **TEXT 5B** and **TEXT 5C**.

Critically discuss which advertisement is more effective at eliciting a reaction in the reader to convey the message. Make specific reference to visual and verbal details in both advertisements to support your response.

(4)

MD. Candidates must make specific reference to visual and verbal details in both advertisements. They must also identify the reactions elicited in the readers e.g. readers will find TEXT 5B amusing, and will likely laugh or chuckle in response. Readers are more likely to feel guilt/shock/horror when reading TEXT 5C.

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.

[25]

QUESTION 6: Language

Refer to **TEXT 6** on page 9 of the Insert.

6.1. Refer to **FRAME 2**.

6.1.1. Refer to the following:

Two generations can be divided by the same language!

Is the above sentence an example of active or passive voice? Justify your response.

(2)

Passive voice – the subject “two generations” does not perform the action of the verb, “can be divided”.

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.

6.1.2. Explain how the punctuation supports the tone created in this frame.

(2)

The frequent use of exclamation marks indicates Calvin’s excitement, and thus supports creating a tone of enthusiasm/excitement.

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. Refer to **FRAME 3**.

Explain whether the sentence is a simple, compound or complex sentence.

(2)

Complex sentence – the two clauses are joined by the co-ordinating conjunction, “so”.

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. Refer to **FRAME 4**:

6.3.1. Refer to the following:

Don’t you think that’s totally **spam**? It’s **lubricated**! Well, I’m **phasing**.

Keeping the context of the cartoon in mind, explain whether the words on bold in the above sentence are an example of colloquialisms, or an example of slang.

(2)

It is an example of slang, as it will only be used by a specific sub-group i.e. Calvin’s family.

It is an example of neither, as the language is only used by one person, and not by a sub-group or across a specific region.

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 .

6.3.2. Refer to the following:

Marvy. Fab. Far out.

Create a dictionary definition for one of the above words.

(2)

MD. Look for logical links between the words and the definition, as well as the layout. One mark for the part of speech, one mark for the definition.

Note: if learners simply say “marvellous” or “fabulous”, then they have not provided a definition.

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 .

[10]

TOTAL: 100 MARKS