MARKING GUIDELINES

Bergvliet High School

English Home Language

November Examination 2025

Grade: 10

English Paper 1 – 70 marks

TASK 10

QUESTIONS TEXT A

1.1	**Refer to Paragraph 1** Explain the meaning of the term 'adrenaline rush'. Use your own words.	(1)
	When the hormone, adrenalin rushes through the body and makes you hypervigilant / wide awake / super attentive. (✓) ***any valid response***	
1.2	Discuss why paragraph 1 can be considered an excellent introduction to this article. Provide 2 reasons in your answer.	(2)
	The imagery and emotive language grab the reader's attention / hook the reader / encourage them to read further. (✓) ***It also presents two aspects of the topic creating a balanced introduction. (✓)*** ***Imagery: creepy clown / chainsaw-wielding maniac / haunted maze*** ***Emotive language: frighten / thrill seekers / fear / spine-chilling horror*** ***Paragraph introduces both scary and exciting aspects.*** ***[2 separate points or 1 point with substantiation]***	
1.3	**Refer to Paragraph 2** In your own words outline what Halloween originally celebrated.	(2)

	Halloween originated from the Celtic festival of Samhain, (✓) marking the time when the boundary between the living and the dead was believed to connect / overlap. (✓)	
1.4	**Refer to Paragraph 3** Name two symbols commonly associated with Halloween and explain what they represent.	(2)
	jack-o'-lanterns (✓) / skeletons (✓) / witches (✓) / vampires (✓) – any 2 symbols ***represent death / magic / other-worldly beings – must include one of these to get full marks***	
1.5	**Refer to Paragraph 4** List three physical changes that occur in the body when a person perceives a 'threat stimulus'.	(3)
	Pupils dilate (✓) / breathing speeds up (✓) / heart rate rises (✓) / blood pressure increases (✓) / body prepares for fight-or-flight (✓) – any 3	
1.6	What do you understand the term 'fight-or-flight' to mean?	(1)
	The instinct to react with force or to run away when threatened. (✓) ***May not use 'fight' or 'flight' in their answer.***	
1.7	**Refer to Paragraph 5** Suggest why the image 'take the reins' is appropriate in this context.	(2)
	The idiom means to control a horse by using reins. (✓) ***In this context it means that the amygdala takes control of your brain. (✓)*** ***[Candidates must mention control of the <u>brain]</u>***	
1.8	Outline the process that takes place in the brain that causes some people to react physically during a scary movie, even when they know they are safe. Use your own words.	(2)
	When the amygdala takes over it reduces blood flow (✓) to the thinking parts of your brain (✓) so people react instinctively even though they are safe. ***In OWN words.*** *[they may note quote the following:* *'When the amygdala takes the reins other parts of your brain receive less blood flow and become impaired − it's difficult to make good decisions or think clearly.']*	
1.9	**Refer to paragraph 6** 'Research even shows that horror fans were more resilient and less psychologically distressed than non-horror fans in the face of the COVID-19 pandemic.'	(2)

	What does this sentence suggest about the possible benefits of watching horror movies? Use your own words.	
	It suggests that being exposed to horror / horrific situations can make you desensitised to it (✓) helping people manage fear and anxiety in real life situations like a pandemic (✓) ***Candidates must refer to a real life situation – may use Covid example***	
1.10	**Refer to Paragraph 7** Comment on how the diction in this paragraph helps to emphasise the writer's main point here. Quote an example of diction from the passage to support your answer.	(2)
	The writer uses diction linked to safety -'safe environment'(✓) 'safe space' (✓) 'free from risk' (✓) to emphasise the concept of feeling safe. Feeling safe in a scary situation is essential. (✓) ***Main point (✓)*** ***Quote (✓)*** ***If no main point provided, do not award a mark for a quote***	
1.11	**Refer to Paragraph 8** Identify and explain the social reason why people enjoy Halloween activities together.	(2)
	Sharing a frightening situation helps people to bond together, creates a sense of connection. (✓) ***People can approach a fear-filled situation together because they see it as playing a game, character role play, etc. (✓)*** ***Candidates must explain their answer. Award only 1 mark if they just quote.***	
1.12	**Refer to Paragraph 9** "We make up horrors to help us cope with the real ones" Suggest two reasons why Stephen King's words are relevant for this passage as a whole.	(2)
	His words highlight how people make up ways to feel scared, like watching horror movies or participating in Halloween because these help to make sense of the fears and anxieties we face in everyday life. They prepare us for coping with scary situations. *(✓)* **AND** **Stephen King is a horror writer so his opinion is relevant here. He speaks from a position of authority/knowledge/experience/is a specialist. *(✓)***	

QUESTIONS: TEXT B

1.13	Explain how the visual aspects effectively convey the message of the infographic.	(3)
	Focal point is the character displaying an attitude of fear – hands raised, fingers splayed, mouth open and drawn down at the corners, wide eyes. This conveys the various physical responses to adrenaline rushing through the body. ***The visuals of the brain and heart emphasise where the greatest fear reaction takes place in the body.*** ***The arrows in the picture connect the information provided in the infographic to the various parts of the body that react when you experience fear. The arrows resemble electrical impulses of the brain /lightning*** ***Mark allocation: visuals (✓)(✓) message (✓)***	

QUESTIONS: TEXTS A AND B

1.14	Does TEXT B support the writer's view as presented in paragraphs 4 and 5 of TEXT A? Justify your response with close reference to both TEXT A and TEXT B.	(4)
	Yes it does. [a no answer is unlikely] ***Text B contains much of the same information found in par 4 and 5. The 'amygdala' is referenced in par 4 and Text B. Also, the reference to the 'primal' brain in Text B reflects the words 'oldest parts of the brain' in par 4.*** ***Text B gives a picture/visual representation of an adrenaline rush / fear response which helps to better understand the chemical processes described in par 4 and 5. In par 4 'pupils dilate' is reflected in the wide open eyes of the character in Text B.*** ***In paragraph 5 the reference to 'throw your hands up at an actor …' is seen in Text B with the 'startle response' and also the visual representation of arms being raised in Text B.*** ***Quotes from Paragraph 4 that connect closely with Text B -*** ***Paragraph 4: 'oldest parts of the brain', 'amygdala', 'fight-or-flight',' adrenal glands', 'pupils dilate'*** ***Text B: 'primal 'lizard brain', 'amygdala', 'fight-or-flight', 'adrenal glands'.*** ***The eye in the visual is wide open*** ***Quotes from Paragraph 5 that connect closely with Text B -***	

	Paragraph 5: 'throw your hands up at an actor in a haunted house', 'it takes 20 to 60 minutes for the body to fully return to its pre-responsive levels' ***Text B: 'startle response', ''raises your heart rate',*** ***the character has their hands raised*** ***Justification must align with yes or no answer.*** ***Learner must refer to par 4 and 5 and Text B to get full marks.*** ***Mark globally.***	

TOTAL SECTION A: 30

SECTION B: SUMMARY

QUESTION 2: SUMMARISING IN YOUR OWN WORDS.

The passage below is titled **Seven Ways to Help Teenagers Cope with Feelings of Fear.**

Summarise this passage into **advice on how to help teenagers cope with feelings of fear.**

- Your summary should include **SEVEN** points and NOT exceed **90 words.**
- Each point must start with a **verb**.
- You must write a **fluent paragraph**.
- Write each point in a **full sentence**.
- Use your **own words** as far as possible.
- You are NOT required to include a title for the summary.
- Indicate your word count at the end of your summary.

TOTAL SECTION B: 10

	Main points	**Quoted from passage**
1.	Provide teenagers with a safe space to talk about their fears.	"Teenagers need safe, non-judgmental spaces where they can talk honestly about what worries them"
2.	Talk to teenagers regularly about their concerns so they feel supported.	"Encouraging regular conversations, even about small concerns, helps teenagers feel heard and supported"
3.	Help teenagers to identify what they are feeling so they can control their fears.	"Helping teenagers identify and name their emotions gives them control over what they are experiencing."
4.	Display calm reactions in stressful situations to teach teenagers composure when problem solving.	"When parents or teachers handle stressful situations calmly, they demonstrate emotional regulation in action. Teenagers learn that

		composure and problem-solving are possible, even when life feels uncertain”
5.	Help teenagers to differentiate between real and imagined fears so they can develop rational thinking.	“Adults can help teenagers distinguish between real dangers and imagined scenarios - encourages rational thinking and problem-solving.”
6.	Encourage teenagers to develop a strong social support group so they feel emotional safety.	“Strong social connections are one of the best buffers against fear. Friends, family, and mentors provide reassurance and belonging”
7	Help teenagers to face their fears one at a time to help them build courage and confidence.	Supporting teenagers to face their fears gradually—one step at a time—helps build courage and confidence.”

Example of Paragraph Form:

Provide teenagers with a safe space to talk about their fears. Support teenagers by talking regularly about their concerns. Help teenagers to identify their feelings so they can control their fears. Display calm reactions in stressful situations to teach teenagers emotional regulation. Help teenagers to differentiate between real and imagined fears so they can develop rational thinking. Encourage teenagers to develop a social support group so they feel emotional security. Help teenagers to face their fears one at a time to help them build courage and confidence. 89 words.

The summary should be marked as follows:

Mark allocation:

- 7 marks for 7 points (1 mark per main point)
- 3 marks for language
- Total marks: 10

Distribution of language marks when candidate has not quoted verbatim:

- 1–3 points correct: award 1 mark
- 4–5 points correct: award 2 marks
- 6–7 points correct: award 3 marks

Distribution of language marks when candidate has quoted verbatim:

- 6–7 quotations: award no language mark
- 4–5 quotations: award 1 language mark
- 2–3 quotations: award 2 language marks

SECTION C: LANGUAGE IN CONTEXT

QUESTION 3: ANALYSING ADVERTISING

3.1	Who is the target market for this advertisement?	(1)
	People who drink Pepsi. (✓) ***Those who prefer a sugar-free treat (✓)*** ***Those drawn to Halloween imagery (✓)***	
3.2	This advertisement has very few words. Suggest a reason why the advertiser chose to limit the use of words in this advertisement.	(1)
	There are few words needed as the striking image clearly reflects Halloween symbolism. (✓) ***The words and image of the pepsi can are illuminated in the moonlight - makes the message memorable and easy to understand. (✓)***	
3.3	Explain how the concept of 'Happy Halloween' is conveyed in the visual image of the advertisement. Comment on three aspects of the visual image in your answer.	(3)
	Graveyard with graves – is a common theme or symbol in Halloween images. It is a spooky environment for those who enjoy Halloween. (✓) ***Full moon is often used to create a spooky scene – which is fitting for Halloween. (✓)*** ***Pepsi cans everywhere to entice people to enter the graveyard and celebrate Halloween with a sugar-free pepsi instead of a sugary teat. (✓)*** ***The Pepsi can has enticed the dead to come back to life to drink it. The zombie reaching for his prized can adds an element of humour. (✓)*** ***Accept other valid answers*** ***Candidates should refer to both 'Happy' and 'Halloween' to get full marks***	

3.4	Identify the slogan in the advertisement.	(1)
	Just do it. (✓)	
3.5	Suggest two meanings of the word 'shadows' in the written text.	(2)

	Shadows – dark, gloomy places where the light does not reach – seen on the sides of the image (✓) ***Shadows - the ghosts, ghouls, scary characters in the image (✓)***	
3.6	Comment on the effectiveness of the visual image in conveying the message of the advertisement. Refer to two aspects of the visual image in your answer.	(2)
	Effective image. (no mark) ***[Accept not effective image with justification]*** ***The image clearly shows the Nike shoes with illuminated soles which light up the ground, helping to guide the runners steps as they evade/outrun the ghouls. (✓)*** ***The runners create light with their shoes which they spread as they run – the visual image is shadowy on the sides but bright light shines behind the runners to show they are protected against the ghouls. (✓)*** ***Candidates must present 2 aspects of the visual image.*** ***Accept other valid answers***	

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QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

TEXT F: CARTOON

QUESTIONS TEXT F

4.1	**Refer to Frame 3** Identify the function of the apostrophe in 'it's'.	(1)
	Apostrophe of contraction (✓)	
4.2	**Refer to Frame 4** Provide the adverbial form of the word 'bewitch'	(1)
	bewitchingly (✓)	
4.3	**Refer to Frame 6** Comment on how Garfield's facial expression in this frame clearly shows the emotion he is feeling.	(2)
	Facial expression – huge smile showing his very long and sharp teeth *(✓)* **He feels intimidating / scary / wicked *(✓)***	

4.4	**Refer to Frame 8** How does the visual image in this frame reflect the words being spoken by Garfield?	(2)
	Garfield lifts his paws into the frame to put his longer claws on display – "Not to mention my longer claws" *(✓)* **The multiple lines around his claws indicate movement / flexing his claws to draw attention to their length. *(✓)*** **Need not have both points. Mark globally.**	
4.5 4.5.1	**Refer to Frame 10** How do you know that Garfield shouts in this frame?	(1)
	Bold font, capital letters, exclamation mark *(✓)* (any one)	
4.5.2	Explain why he shouts in this frame.	(1)
	In Frame 9, (the previous frame), he catches sight of his reflection in the mirror and scares himself. (✓)	
4.6	**Refer to Frame 11** Discuss how humour is created in the final frame. Refer to both the written text and the visual image in your answer.	(2)
	Written text: Jon (the man) explains to the vet what has happened. ***Visual image: Garfield is lying unconscious on the vet's table, his fur has turned white from shock.*** ***This shows humour as Garfield has been displaying his scariest characteristics to brag / show off /scare the reader buts ends up scaring himself.*** ***Written & visual text (✓)*** ***Explanation of humour (✓)***	

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QUESTION 5: USING LANGUAGE CORRECTLY

QUESTIONS TEXT G

5.1	'Irish immigrants found pumpkins to be a better option due to their size and ease of carving.' Change this sentence from active voice into passive voice.	(2)
	Pumpkins were (✓) found by (✓) Irish immigrants to be a better option due to their size and ease of carving. ***or*** ***Pumpkins were (✓) found to be a better option by (✓) Irish immigrants due to their size and ease of carving.***	
5.2	Correct the split infinitive found in paragraph 1.	(1)
	… they found pumpkins to be a totally better option … (✓)	
5.3	Provide the adjectival form of the word 'fear' in paragraph 2.	(1)
	Fearful / fearsome (✓)	
5.4	Correct the error of concord found in paragraph 3.	(1)
	The trick-or-treat tradition <u>has</u> … (✓)	
5.5	Refer to paragraph 3. Identify the function of the hyphens in 'trick-or-treat'.	(1)
	They create a compound adjective (✓)	
5.6	The apostrophe is used twice in paragraph 4. Explain the difference in the function of each apostrophe.	(2)
	Hallow's - possession singular (✓) ***Saints' – possession plural (✓)***	
5.7	'Black cats are often associated with Halloween due to medieval superstitions that linked them to witches.' Identify whether this sentence is simple, compound or complex.	(1)
	Complex (✓)	
5.8	Provide a synonym for the word 'omens' in paragraph 5.	(1)
	Signs / predictions / suggestions / prophecies / foretelling (✓) ***(must have a positive connotation in context)***	

[10]
TOTAL SECTION C: 30
TOTAL: 70 MARKS