BERGVLIET HIGH SCHOOL

ENGLISH HOME LANGUAGE

MARKING GUIDELINES

Term 4 Examination 2024
Task 10 – 2024
Total: 70 marks
Grade: 9
Time: $1\frac{1}{2}$ hours
Examiner: Mrs Lauren Barnwell
Moderator: English Department

NOTE:
These marking guidelines are intended as a guide for markers.
It is by no means prescriptive or exhaustive.
Candidates' responses should be considered on merit.
Answers should be assessed holistically and points awarded where applicable in terms of decisions taken at the standardisation meeting.
The marking guidelines will be discussed in our post moderation meeting.

INSTRUCTIONS TO MARKERS

Marking the comprehension:

- Because the focus is on understanding, incorrect spelling and language errors in longer responses should not be penalised unless such errors change the meaning/understanding. (Errors must still be indicated.)
- If a candidate uses words from a language other than the one being examined, disregard those words, and if the answer still makes sense, do not penalise. However, if a word from another language is used in a text and required in an answer, this will be acceptable.
- For open-ended questions, no marks should be awarded for YES/NO or I AGREE/I DISAGREE. The reason/substantiation/motivation is what should be considered.
- No marks should be awarded for TRUE/FALSE or FACT/OPINION. The reason/substantiation/motivation is what should be considered.
- When one-word answers are required and the candidate gives a whole sentence, mark correct provided that the correct word is underlined/highlighted.
- When two/three facts/points are required and a range is given, mark only the first two/three.
- Accept dialectal variations.
- For multiple-choice questions, accept BOTH the letter corresponding to the correct answer AND/OR the answer written out in full.

SECTION A: QUESTION 1: COMPREHENSION

REFER TO TEXT A

1.1	Refer to paragraph 1: Provide a synonym for the word 'perceived'. **<u>Possible answers:</u> Recognised, observed, noticed, detected, discerned, sensed, identified, interpreted, regarded**	(1)
1.2	Refer to paragraph 1: Explain why fear can be helpful in certain situations. **Fear is helpful because it <u>prepares the body</u> to respond to threats (danger), making us <u>alert and ready for action</u> ("fight or flight" response).** *[Award 2 marks for 1 well-explained response or 2 distinct points.]*	(2)
1.3	Refer to paragraphs 2 and 3: Describe the difference between a typical 'fear' and a 'phobia', as explained in the article. **A typical fear is proportionate to the danger and serves as a protective response, whereas a phobia is an exaggerated, irrational fear that causes avoidance and disrupts daily life.** *[Award 3 marks for two ideas well-discussed.]*	(3)
1.4	Refer to paragraph 3: Which brain structure is responsible for recording emotional reactions and triggering fear responses? **The amygdala.**	(1)
1.5.1	Refer to paragraph 4: Identify the 3 steps involved in overcoming a phobia. **Steps include:** - **building a fear hierarchy** - **gradual exposure to the fear** - **practicing relaxation techniques**	(3)
1.5.2	Refer to paragraph 5: Explain why these steps identified in 1.5.1 are important. Use a quote to support your explanation. **These steps are crucial as they enable the brain to adjust its reaction to fear. The process of step-by-step exposure helps individuals build confidence and manage their anxiety effectively.** **Quote: "Facing fears step-by-step enables the brain to recalibrate its response."** *[Award 1 mark for the explanation and 1 mark for the quote.]*	(2)

1.6	Refer to paragraph 6: Use your own words to comment on why it is important to address persistent fears in children early. **Addressing persistent fears in children early is vital because it helps prevent these fears from developing into more serious, long-term anxiety issues. While most children naturally overcome common fears as they grow, some may need additional support if their fears persist. By providing guidance and reassurance early on, parents and caregivers can help children build resilience and coping skills, reducing the risk of ongoing emotional challenges.** *[Award 2 marks for 1 well-explained response or 2 distinct points.]* *[Award 1 mark for lifting.]*	(2)
1.7	Refer to paragraph 7: Discuss how the diction (words used) in this paragraph conveys the writer's attitude toward phobias. **The diction, such as 'disrupt,' 'distress,' and 'missed opportunities,' shows the writer views phobias as serious issues needing resolution. However, the writer balances this with supportive terms like "not a sign of weakness" and "learned brain response," suggesting empathy and removing any implied judgment toward those struggling with phobias. Phrases such as "structured exposure," "coping strategies," "confidence," and "resilience" offer a positive outlook, showing that with the right approach, individuals can successfully manage and overcome their fears.** *[Award 3 marks for two ideas well-discussed.]*	(3)

REFER TO TEXT B

1.8	Refer to line 2: “a river trembles with fear.” Identify the figure of speech used in line 2. **Personification**	(1)
1.9	Refer to lines 14-19: “The river needs to take the risk… becoming the ocean.” Explain the message of the poem with reference to the final stanza. **The message of the poem is about embracing change and transformation rather than fearing it. In the final stanza, the river realises that entering the ocean is not an end, but a new beginning. The line, “it’s not about disappearing into the ocean, but of becoming the ocean,” symbolizes the idea that facing and accepting life's uncertainties allows one to grow and become part of something greater. The poem suggests that, like the river merging with the ocean, we must confront our fears of change and the unknown to reach our full potential.** *[Award 3 marks for two ideas well-discussed.]*	(3)

REFER TO TEXT A AND TEXT B

1.10	Discuss the ways in which TEXT B supports the writer's views presented in TEXT A. Refer to TEXT A and TEXT B in your answer. **TEXT B supports the views in TEXT A by illustrating the transformative power of overcoming fear. TEXT A explains that fear is a natural response that can be addressed through gradual exposure and persistence, which helps individuals overcome phobias and gain confidence. Similarly, TEXT B uses the metaphor of a river merging into the ocean to show that facing fear leads to growth and a greater sense of self. Both texts emphasise that fear is not an endpoint but a stepping stone to progress and resilience.** *[Award 2 marks for one idea well-discussed about Text A and Award 2 marks for one idea well-discussed about Text B.] [Award 4 marks only if a clear connection is made between Text A and Text B.]*	(4)

[SECTION A TOTAL: 25 MARKS]

SECTION B: VISUAL LITERACY
QUESTION 2: ANALYSING ADVERTISING

TEXT C		
2.1.1	Is this an advertisement for a product or a service? **Service**	(1)
2.1.2	Provide a reason for your answer in 2.1.1. **It's a public service announcement by Sea Shepherd, a marine conservation organization, aimed at raising awareness about ocean pollution, specifically plastic waste. / The words "Help us clean up!" is a clear indication that the service of cleaning is being provided.**	(1)
2.2	Discuss the message of this advert by referring to visual (image) and copy (text). *1 Mark for Visual (Image) Analysis:* **Answer should mention that the fish resembles a plastic bottle, symbolizing the harmful impact of plastic pollution on marine life.** *1 Mark for Copy (Text) Analysis:* **Answer should refer to the tagline "You eat what they eat," explaining that it warns about humans consuming the same plastic toxins through seafood and calls for action against ocean pollution.**	(2)

TEXT D		
2.3	Who is the target market for this advert? Justify your response with evidence from the text. *1 Mark for Target Market Identification*: **The target market is people who are environmentally conscious/ interested in wildlife conservation/ those concerned about the impact of human actions on ecosystems.** *Justification Using Evidence from the Text:* **The text highlights the link between "exploiting the ecosystem" and the threat to human life, appealing to people who are likely to support conservation efforts. The inclusion of "WWF for a Living Planet" further suggests the advert is directed at individuals who value sustainability and may already be familiar with the organisation's initiatives.**	(2)

Refer to both TEXT C and D		
2.4	Which advertisement, in your opinion, is more successful in its aims? Substantiate your answer by making close reference to the visual (image) and copy (text) of both advertisements. Reference to Visual/Image (2 marks): The answer should mention the effectiveness of the chosen advert's visual elements in contrast to the alternative advertisement: **Sea Shepherd:** ***Fish shaped like a plastic bottle, directly showing the impact of plastic pollution on marine life.*** **WWF: Contrast between shark fin and empty ocean, symbolising the threat of biodiversity loss.** Reference to Copy/Text (2 marks): The answer should refer to the effectiveness of the chosen advert's text in contrast to the alternative advertisement: **Sea Shepherd:** ***"You eat what they eat" is a direct warning, connecting pollution to human health.*** **WWF:** ***"Horrifying" vs. "More Horrifying" and "Exploiting the ecosystem also threatens human lives" prompts viewers to consider human impact on nature.*** *[Award 4 marks only if the learner provides a clear reasoning as to why the chosen advert's combination of image and text is more successful in conveying its message than the alternative advertisement.]*	(4)
		[10]

QUESTION 3: ANALYSING CARTOONS

TEXT E

3.1	Multiple Choice: What is Calvin doing in FRAME 1? **D) Procrastinating**	(1)
3.2	Write the words in FRAME 2 in Indirect Speech. *Calvin said, "You can't just turn on creativity like a faucet. You have to be in the right mood." changes to…* *Calvin said* ***that y****ou* ***couldn't*** *just turn on creativity like a faucet* ***and that y****ou* ***had*** *to be in the right mood.* *[Award 1 mark for correct punctuation and 1 mark for the correct tense]*	(2)
3.3	Discuss how the cartoonist creates humour in the cartoon. **The cartoonist creates humour in this cartoon by highlighting Calvin's exaggerated view of creativity and his unique approach to motivation. Calvin's character is serious about needing the "right mood" to be creative, but his final punchline – "last-minute panic" – is unexpected and relatable, as many people experience bursts of creativity under pressure.** or **The contrast between Calvin's philosophical tone and the simplicity of his actual "mood" is humorous. Hobbes, the tiger, innocently asks what mood Calvin needs, setting up Calvin's funny response. This dynamic between the characters, combined with Calvin's confident yet quirky personality, makes the cartoon both clever and amusing.** *[Award 2 marks for 1 well-discussed response or 2 distinct points.]*	(2)
		[5]

[SECTION B TOTAL: 15 MARKS]

SECTION C: SUMMARY

QUESTION 4: SUMMARISING IN YOUR OWN WORDS

Write a point form summary of TEXT F below on: **Tips for managing everyday stress.**

- Your summary must have 7 points.

TEXT F:

1. **Balance Work and Play:**
    a. Dedicate time to both tasks and enjoyable activities.
    b. Take breaks to recharge, even for a few minutes.
2. **Plan Your Day:**
    a. Use a calendar or app to schedule tasks, study time, and breaks.
    b. Follow and review your plan daily; checking off tasks helps with organisation.
3. **Ask for Help:**
    a. Seek support from teachers, parents, tutors, or classmates for school-related tasks.
    b. Pair up with a classmate to prevent procrastination.
4. **Use Stress as Motivation:**
    a. Start tasks early to stay focused and productive.
    b. Address problems immediately and seek advice when needed.
5. **Eat Healthy Foods:**
    a. Choose nutritious foods to maintain energy and mood.
    b. Limit sugary snacks to avoid energy crashes.
6. **Get Enough Sleep:**
    a. Maintain a consistent bedtime and wake time for quality rest.
7. **Exercise Regularly:**
    a. Engage in daily physical activity to reduce stress and improve mood.
8. **Practice deep breathing to calm body and mind.**

Note: Subtract language marks if the following instructions are not followed:

- *List your points and number them 1-7.*
- *Each point must be a full sentence.*
- *Each sentence must contain only 1 point/ sentence.*
- *Use your own words as far as possible.*
- *Your summary should not exceed 80 words.*
- *Indicate the number of words at the end of the summary.*

[SECTION C TOTAL: 10 MARKS]

SECTION D: Language structures and conventions
QUESTION 5:

Read TEXT G, which contains some deliberate errors, and answer the questions set.

TEXT G

5.1	Refer to paragraph 1: "Fear, although *natural*, often *arises* from *uncertainty*." Identify the part of speech for each of the following words:	
5.1.1	"natural" – **adjective**	(1)
5.1.2	"arises" – **verb**	(1)
5.1.3	"uncertainty" – **noun**	(1)
5.2	Multiple Choice: What type of abbreviation is PTSD (paragraph 2)? **A) Initialism**	(1)
5.3	What does PTSD (paragraph 2) stand for? **Post-Traumatic Stress Disorder**	(1)
5.4	Prefixes and Suffixes	
5.4.1	Identify the suffix in the word "manageable" (paragraph 1). **-able**	(1)
5.4.2	What is the meaning of this suffix? **"capable of being done"**	(1)
5.4.3	Add a prefix to the word "manageable" (paragraph 1) to make the antonym of the word. **Un**manageable	(1)
5.5	Rewrite the following sentence in the passive voice: "People can build courage." **Courage can be built by people.**	(2)
5.6	Identify the type of each sentence below as either simple, compound, or complex:	
5.6.1	"Fear, although natural, often arises from uncertainty." (Paragraph 1) **Complex** – *A simple sentence contains only one independent clause, while a complex sentence contains at least one independent clause and one or more dependent clauses. A parenthetical clause is a dependent clause, which is an incomplete sentence that cannot stand alone.*	(1)
5.6.2	"Mindfulness, for instance, can help us stay present, easing worries about the past or future." (Paragraph 2) **Simple** – *The sentence is a simple sentence because it has one independent clause, with additional parenthetical and participial phrases providing extra information, but no dependent clauses.*	(1)
5.6.3	"When we focus on the present, we shift our mindset and reduce anxiety." (Paragraph 2) **Complex** – *It contains a dependent clause ("When we focus on the present") and a main clause ("we shift our mindset and reduce anxiety").*	(1)
5.6.4	"True peace comes not from erasing fear but from learning to coexist with it." (Paragraph 3) **Simple** – *Although it contains two ideas joined by "but," there is only one subject ("True peace") and one predicate ("comes not from erasing fear but from learning to coexist with it").*	(1)

5.7	Common Errors	
5.7.1	Identify and correct the concord error in the sentence below: "Everyone in the group were finding ways to calm their mind." Were changes to **was**	(1)
5.7.2	Identify and correct the comma splice in the following sentence: "Fear may arise, we can overcome it with a calm mind." “Fear may arise**;** we can overcome it with a calm mind." OR "Fear may arise**. W**e can overcome it with a calm mind.” OR “Fear may arise**, but** we can overcome it with a calm mind."	(1)
5.7.3	In the sentence below, replace the malapropism with the correct word: “Practising mindfulness each day can lead to confound benefits.” Replace “confound” with **profound**.	(1)
5.7.4	Identify and correct the three spelling errors in paragraph 3. • “confidance” to **confidence** • “tranquality” to **tranquillity**	(2)
5.8	Provide the homophone of the word ‘peace’? **piece**	(1)

[SECTION D TOTAL: 20 MARKS]

[GRAND TOTAL: 70]

