



# basic education

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS**

**ENGLISH HOME LANGUAGE P1**

**MAY/JUNE 2024**

**MARKS: 70**

**TIME: 2 hours**

**This question paper consists of 12 pages.**

**INSTRUCTIONS AND INFORMATION**

1. This question paper consists of THREE sections:  
  
SECTION A: Comprehension (30)  
SECTION B: Summary (10)  
SECTION C: Language structures and conventions (30)
2. Read ALL the instructions carefully.
3. Answer ALL the questions.
4. Start EACH section on a NEW page.
5. Rule off after each section.
6. Number the answers correctly according to the numbering system used in this question paper.
7. Leave a line after each answer.
8. Pay special attention to spelling and sentence construction.
9. Suggested time allocation:  
  
SECTION A: 50 minutes  
SECTION B: 30 minutes  
SECTION C: 40 minutes
10. Write neatly and legibly.

**SECTION A: COMPREHENSION****QUESTION 1: READING FOR MEANING AND UNDERSTANDING**

Read TEXTS A and B below and answer the questions set.

**TEXT A****HUMBLE LEADERS ARE RARE**

– Tomas Chamorro-Premuzic

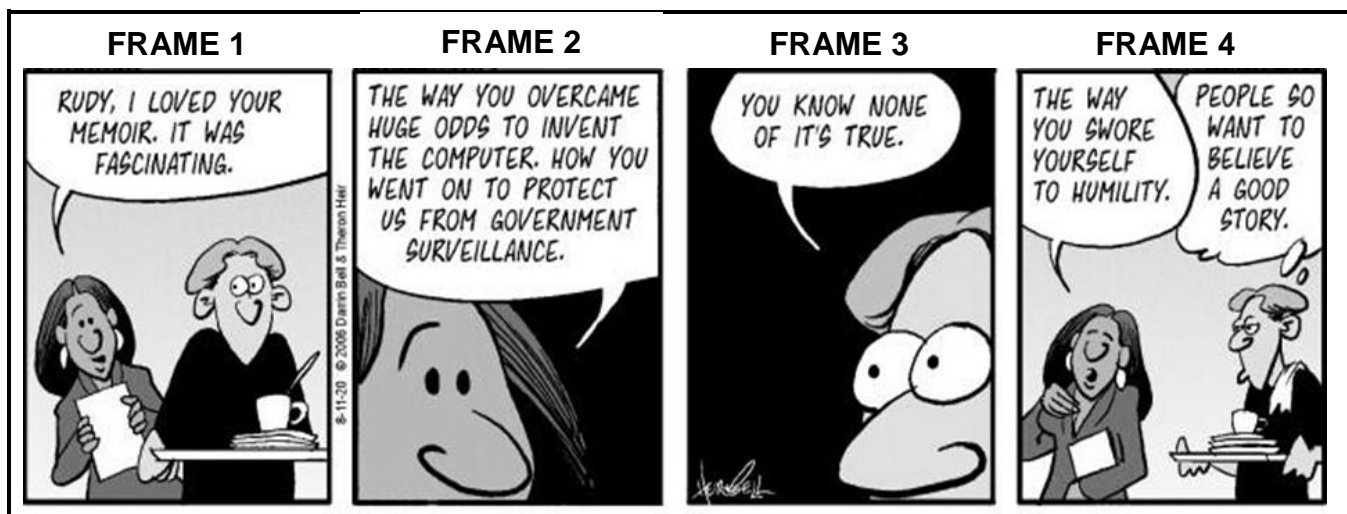
- |   |  |          |
|---|--|----------|
| 1 | Few people would contest the idea that humility is a desirable leadership quality. However, ask those same individuals to name a famous leader, and their choices will likely reflect the reverse: that the most emblematic <sup>1</sup> and conventional leaders exude arrogance and self-importance, rather than modesty or humility. How do we explain this incongruity?  | 5        |
| 2 | Scientific research shows that humble leaders are more likely to create healthier and more effective organisational cultures, develop employees' potential, boost team morale and lower levels of unproductive work behaviours.  |          |
| 3 | Employees are largely aware of the benefits of having a humble leader. Humility enables leaders to understand their own limitations, take into account others' opinions, and be sufficiently self-critical to attempt to change. In contrast, when leaders lack humility, they are prone to making avoidable mistakes, blaming others for their poor decisions, and overestimating their own talents to the point of losing touch with reality.  | 10       |
| 4 | Why would we not want a humble leader?   | 15       |
| 5 | Although we tend to value humility, we are seduced more by other qualities. When faced with a choice to nominate or elect a leader, humility does not actually feature high on our priority list. In fact, there are critical pitfalls which explain why we rarely end up with humble leaders.   |          |
| 6 | There is a pervasive tendency to select leaders on the basis of their confidence rather than competence. This is why overconfidence is far more common than humility in leaders. The overlap between confidence and competence is just 9%, when our main criterion for appointing leaders is how good they <i>think</i> they are. There may be some who fake arrogance or external confidence while being internally modest or at least self-critical, but for each such person we will attract ten who are simply deluded about their talents; coaching the arrogant to be humble will be hard. | 20<br>25 |

- 7 We are seduced if not blinded by charisma. When it comes to leadership, all style and no substance will get one further than no style and all substance. We gravitate towards entertaining showmen who are fearlessly charming in high-stake settings. The problem is not that we find this enchanting, but that we equate it to leadership talent. This does not mean that charisma is toxic *per se*. Rather, it is an amplifier, making competent leaders better, and incompetent leaders more destructive. Charisma magnifies the impact – good and bad – leaders have. 30 35
- 8 We are too lazy to evaluate talent. One of the paradoxes of talent is that, as humans evolve to acquire more sophisticated and complex skills, talent becomes harder to judge. Indeed, throughout most of our evolutionary history, talent has consisted of easily observable physical traits. But when it comes to leadership talent, we are mostly clueless as to how much of it people have. 40
- 9 We equate arrogance to strength. Although we often fail to detect irrational arrogance, we are usually able to determine whether people have a positive view of themselves, especially if their egos seem large. It is as if we are amateur poker players, impressed and intimidated by someone boasting and showing off, even if they are blatantly lying. Indeed, while we celebrate and glorify arrogance in men, to the point of equating it to leadership talent, we are repelled by it when it is found in a woman. This suggests we are more likely to screen out incompetence (and impostors) among female rather than male leadership candidates. If our goal is to end up with more humble leaders, we should stop celebrating arrogance in men. 45 50
- 10 We perceive humility as a feminine attribute. If we really valued humility, we would not overlook humble people for leadership roles. We do this with both women and men, but only because we associate humility with femininity. So, when women display humility, they are 'unfit for leadership' because they lack the stereotypical masculine traits we desire in a leader: bravado, reckless risk-taking and over-confidence. And when men display humility, we assume they are too feminine to be in charge. Not that we do not appreciate humility when it is found among extraordinary achievers or powerful people who display it to showcase their connection to the little people – we do like that, whether genuine or not. But those same individuals probably had to hide as much of their humility as possible in order to get to the top. 55 60
- 11 So, if we are seriously interested in having more humble leaders, we should start by simply addressing – and preferably reversing – these pitfalls. We need to understand that arrogance is only strength if we are not intimidated by it. Rather we should accept that in the 21<sup>st</sup> century reality the essence of leadership is not hyper-masculine (not that it ever was). 65

[Adapted from [forbes.com](https://www.forbes.com)]

2024

**Glossary**<sup>1</sup>emblematic: being representative or symbolic**AND**

**TEXT B**[Source: [thecartoonistgroup.com](http://thecartoonistgroup.com)]**Glossary**

Memoir (FRAME 1): another term for an autobiography

**QUESTIONS: TEXT A**

- 1.1 Provide a definition of the word *humility* (line 1). (1)
- 1.2 Refer to paragraph 1.  
Explain, in your own words, what the writer states about current leaders. (2)
- 1.3 Discuss the contrasting views presented by the writer in paragraph 3. (2)
- 1.4 Account for the use of the rhetorical question in paragraph 4. (2)
- 1.5 Choose the appropriate response from the list of options below.  
The writer's tone in paragraph 5 is ...  
A forceful.  
B argumentative.  
C assertive.  
D persistent. (1)
- 1.6 Is the writer objective in paragraph 6? Motivate your response by a close reference to this paragraph. (3)
- 1.7 With reference to ONE example, discuss how the writing style in paragraph 7 reinforces the role of charisma in leadership. (3)
- 1.8 Discuss the writer's assertion, 'We are too lazy to evaluate talent' (line 36), in the context of paragraph 8. (3)

- 1.9 Comment on the writer's repetition of the pronoun 'we' in the concluding paragraph. (3)

**QUESTIONS: TEXT B**

- 1.10 With close reference to the woman's body language in FRAMES 1 and 4, discuss her attitude towards Rudy (the man). (3)

- 1.11 Comment on what is revealed about the man in FRAMES 3 and 4. (3)

**QUESTION: TEXTS A AND B**

- 1.12 Critically discuss the extent to which TEXT B supports paragraphs 9 and 10 of TEXT A. (4)

**TOTAL SECTION A: 30**

**SECTION B: SUMMARY****QUESTION 2: SUMMARISING IN YOUR OWN WORDS**

TEXT C discusses the value of being resilient. Summarise, in your own words, **the benefits of being resilient**.

- NOTE:**
1. Your summary should include SEVEN points and NOT exceed **90 words**.
  2. You must write a fluent paragraph.
  3. You are NOT required to include a title for the summary.
  4. Indicate your word count at the end of your summary.

**TEXT C****RESILIENCE ... A VITAL TRAIT**

Life may not come with a map, but everyone will experience twists and turns, from everyday challenges to traumatic events with more lasting impact. Each change affects people differently, yet people generally adapt well over time to life-changing situations and stressful situations – in part thanks to resilience.

Like building a muscle, increasing your resilience takes time and intentionality. Focusing on four core components – connection, wellness, healthy thinking and meaning – can empower you to withstand and learn from difficult and traumatic experiences.

The pain of traumatic events can lead some people to isolate themselves, but stronger individuals accept help and support from those who care about you. Some people find that being active in civic groups, faith-based communities, or other local organisations provides social support and can help you reclaim hope.

Promoting positive lifestyle factors like proper nutrition, ample sleep, hydration and regular exercise can strengthen your body to adapt to stress and reduce the toll of emotions like anxiety or depression. Resilience allows you to acknowledge and accept your emotions during hard times, but it is also important to help you foster self-discovery by asking yourself, 'What can I do about a problem in my life?' Problems that seem too big to tackle, should be broken down into manageable pieces.

Individuals should develop realistic goals and do something regularly that enables them to move towards the things they want to accomplish. Looking for opportunities for self-discovery strengthens one's resilience. People often find that they have grown in some respect as a result of overcoming challenges.

One may not be able to change a highly stressful event, but one can change how to interpret and respond to it. Change is inevitable. Certain goals or ideals may no longer be attainable as a result of adverse situations in life. Accepting circumstances that cannot be changed can help one to focus on circumstances that can be altered. An optimistic outlook empowers people to expect that good things will happen. Being able to visualise what one wants is more constructive than dwelling on what one fears.

[Adapted from <https://www.apa.org>]

[Source: [ivy panda.com](https://ivy panda.com)]

**TOTAL SECTION B: 10**

**SECTION C: LANGUAGE STRUCTURES AND CONVENTIONS****QUESTION 3: ANALYSING ADVERTISING**

Study the advertisement (TEXT D) below and answer the set questions.

**TEXT D**

There are some things you just can't afford to gamble with.

When you get a cavity, there's no second chance. That's why it's important that you know that more dentists recommend Crest for fighting cavities than all other toothpastes combined. It's a point that's made rather dramatically when you consider that Crest has prevented 523 million cavities since its introduction in 1955. There are, of course, no sure things in your battle against cavities. But at least Crest helps put the odds in your favour.

The dentists' choice for fighting cavities. **Crest** COOL MINT GEL

\*Crest has been shown to be an effective decay-preventive dentifrice that can be of significant value when used in a consistently applied program of oral hygiene and regular professional care. Council on Dental Therapeutics, American Dental Association. © P&G, 1993.

[Source: [ivypanda.com](http://ivypanda.com)]



The text in small font reads as follows:

**There are some things you just  
can't afford to gamble with.**

When you get a cavity, there's no second chance.

That's why it's important that you know that more dentists recommend Crest for fighting cavities than all other toothpastes combined.

It's a point that's made rather

dramatically when you consider that Crest has prevented 523 million cavities since its introduction in 1955.

There are, of course, no sure things in your battle against cavities. But at least Crest helps put the odds in your favour.

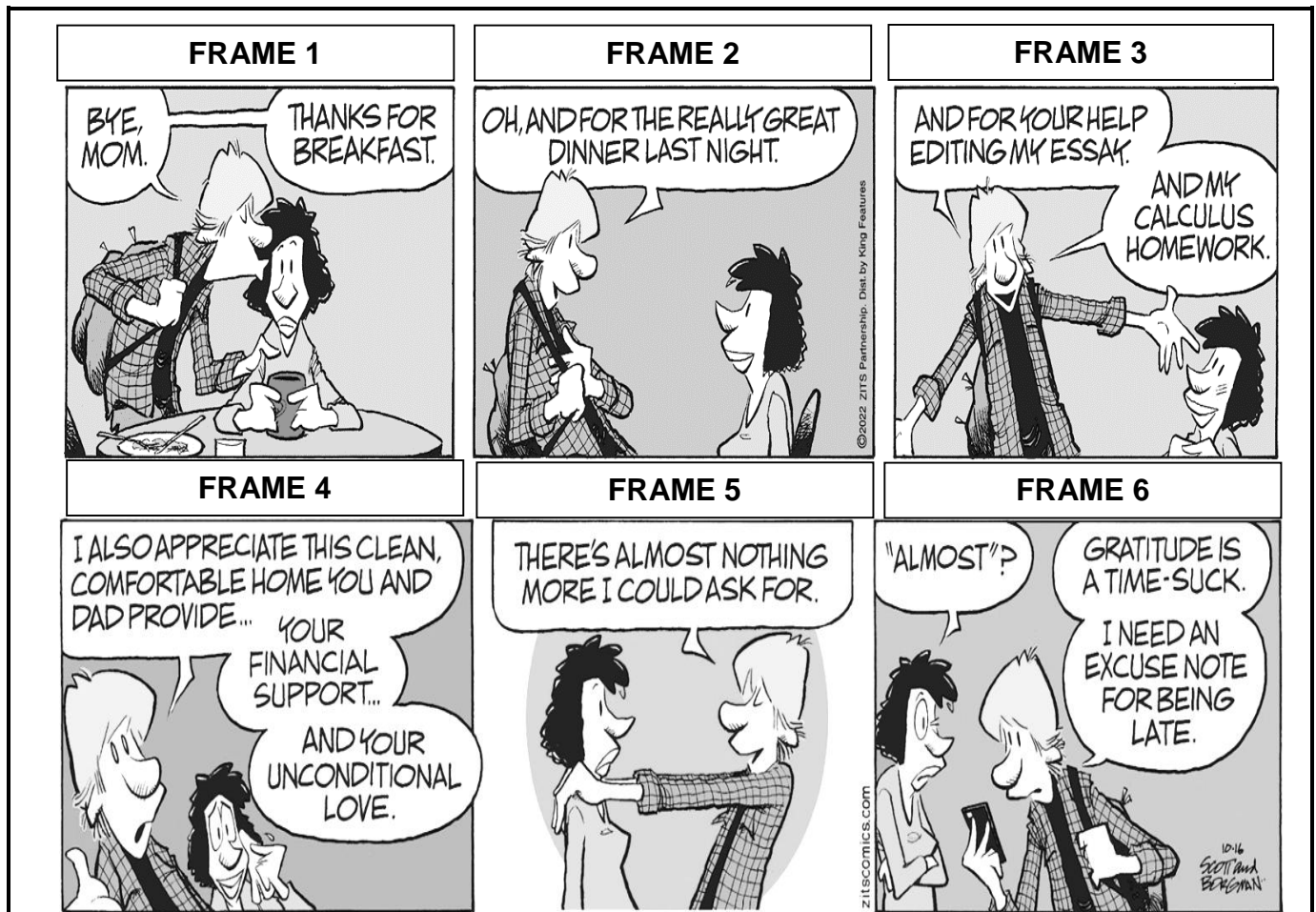
**The dentists' choice for fighting cavities.**

**QUESTIONS: TEXT D**

- 3.1 Explain how the visual image supports the heading of the advertisement. (2)
- 3.2 Why does the advertiser use the pronoun 'you/your' in the text of the advertisement? (1)
- 3.3 Discuss what is conveyed by the advertiser's choice of phrases: 'more dentists' and 'all other toothpastes combined'. (2)
- 3.4 Refer to the written text: 'When you get ... in your favour.'  
Comment on ONE technique used by the advertiser to promote the product. (3)
- 3.5 'There are some things you just can't afford to gamble with.'  
Rewrite the above sentence so that it does not end with a preposition. (1)
- 3.6 'The dentists' choice for fighting cavities.'  
Provide the function of the apostrophe in the underlined word. (1)
- [10]**

**QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA**

Study the cartoon (TEXT E) below and answer the set questions.

**TEXT E****JEREMY**

[Source: [comickindom.com](http://comickindom.com)]

**CHARACTERS:**

The boy: Jeremy

The woman: Jeremy's mother

**QUESTIONS: TEXT E**

- 4.1 What impression is created of the mother-son relationship as represented in FRAMES 1–4? Motivate your response. (2)
- 4.2 Comment on the mother's reactions towards her son as depicted in FRAMES 5 and 6. (3)
- 4.3 Discuss how the cartoonist uses satire in his presentation of Jeremy. (3)
- 4.4 Add a suffix to change 'support' (FRAME 4) into an adjective. (1)

4.5 Refer to FRAME 5.

'THERE'S ALMOST NOTHING MORE I COULD ASK FOR.'

Rewrite the above in indirect speech, beginning with:

Jeremy said that ...

(1)  
[10]

### QUESTION 5: USING LANGUAGE CORRECTLY

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

#### TEXT F

#### ON LIVING IN A MORE LIGHT-HEARTED WAY

- |   |   |    |
|---|---|----|
| 1 | The arguments for approaching life in a grave, serious and unsmiling mood is overwhelming: we are clearly a profoundly wicked species; our greed and viciousness know no bounds. No one gets through existence unharmed and every day is bad until – eventually – the worst of all happens. The only people one could imagine smiling through this kind of horror show would be the still-too-innocent or the actively deluded. | 5  |
| 2 | And yet, one of the paradoxical conclusions we might reach, is that there might still be a way to live light-heartedly amidst catastrophe because one can't help but notice that the sky is a delightful azure blue, that there's a Beyoncé concert to listen to and that there's a sweet four-year-old holding on to her mother's hand asking how ducks sleep at night.  | 10 |
| 3 | Sometimes well-meaning people try to get others to cheer them up by telling them that they are beautiful. Bless such efforts and those for whom they work, but for the rest of us, there might be another way: a strategy based not on sentimentalities but on staring down the darkness and refusing to let it terrify us.   | 15 |

[Adapted from [theschooloflife.com](http://theschooloflife.com)]

#### QUESTIONS: TEXT F

5.1 Refer to lines 1–3.

5.1.1 Correct the concord error in the first sentence. (1)

5.1.2 Give a reason for your response to QUESTION 5.1.1. (1)

5.2 What is the function of the colon in line 2? (1)

5.3 Choose the correct response from the list of options below.

'No one gets through existence unharmed and every day is bad until – eventually – the worst of all happens' (lines 3–4), is an example of a ...

- A complex sentence.
- B simple sentence.
- C compound sentence.
- D complex-compound sentence. (1)

5.4 Provide the superlative form of the word 'paradoxical' (line 7). (1)

5.5 Give the adjectival form of the word 'catastrophe' (line 8). (1)

5.6 Provide the antonym of 'delightful' (line 9), in context. (1)

5.7 'Sometimes well-meaning people try to get others to cheer them up by telling them that they are beautiful' (lines 12–13).

Explain the ambiguity in the above sentence. (2)

5.8 Replace the phrase 'the rest of us' (line 14) with a synonymous word, in the context of paragraph 3. (1)  
**[10]**

**TOTAL SECTION C: 30**  
**GRAND TOTAL: 70**



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## **SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS**

**ENGLISH HOME LANGUAGE P1**

**MAY/JUNE 2024**

**MARKING GUIDELINES**

**MARKS: 70**

**These marking guidelines consist of 9 pages.**

**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 marks awarded where applicable in terms of decisions taken at the standardisation meeting.
- The marking guidelines will be discussed before the commencement of marking.

**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: COMPREHENSION****QUESTION 1: READING FOR MEANING AND UNDERSTANDING**

- 1.1 Humility could be defined as being humble/modest/having a lack of pride. (1)
- 1.2 They are pompous/arrogant (1) instead of being humble (1), as expected./They are arrogant/self-important (1) because they think too highly of themselves (1) as leaders.  
[Award only 1 mark for lifting.] (2)
- 1.3 The writer distinguishes between humble and arrogant leaders: humble leaders acknowledge others' views and accept their flaws, whereas egotistical leaders ascribe their mistakes to other employees, rather than taking accountability.  
[Award 2 marks only if the contrast is discussed.]  
[Award only 1 mark for lifting.] (2)
- 1.4 The rhetorical question convinces the reader to consider the writer's view./The rhetorical question challenges the reader. (2)
- 1.5 C – assertive (1)
- 1.6 The writer is not objective in his assessment of the appointment of leaders. The first two assertions are followed by a statistic, 'The overlap between confidence and competence is just 9%'. However, this apparent statistic is not backed up by any evidence nor has this information been accredited to any source./The writer's subjectivity is also evident in the italicised word, '*think*'. His information is based on supposition, 'There may be some', which is not grounded in fact.  
[Credit valid alternative responses.] (3)
- 1.7
- The concept of charisma is highlighted by **metaphors** that allude to the sense of sight, 'blinded' and 'magnifies'. This allusion stresses the importance of charisma when leaders are appointed.
  - The use of **emotive words** that convey intimacy ('seduced'/'charming'/'enchanted'/'entertaining showmen') further highlight how charisma is used as a tool of manipulation.
  - The writer also juxtaposes the **adjectives** 'all' and 'no' in the expressions 'all style and no substance' and 'no style and all substance' to criticise the unreasonable/shallow criteria used to appoint leaders.
- [Award 1 mark for the identification of the writing style and 2 marks for the discussion.] (3)

- 1.8 The writer states that we make a superficial evaluation based upon observation rather than on considering the leader on the basis of actual intellectual ability and skill. This assertion is justified by the argument that skills have evolved and so are more difficult to assess. The writer's statement that some people are simply 'clueless' about talent, implies a sense of laziness with regard to the evaluation of suitable candidates.

[Award 3 marks for a well-developed discussion.]

(3)

- 1.9 The writer repeats 'we' to include readers as active participants in combatting arrogance in leaders. The readers are persuaded to acknowledge the necessity of changing their mind-set in respect of leadership qualities./The passage concludes by asserting that the promotion of humility in leaders is a collective responsibility – **we** have to be advocates for humility.

[Award 3 marks only if a comment is made.]

(3)

- 1.10 In FRAME 1, the woman seems to be impressed by Rudy's memoir. This is evident in her clutching the page and leaning forward. After hearing that the memoir was fictitious, the woman appears to be nonchalant/dismissive in FRAME 4. This attitude is revealed by her tucking the book under her arm, raising her shoulders and turning her back on him.

[Credit candidates who see the woman's attitude as being in denial/oblivious to his confession in FRAME 4.]

(3)

- 1.11 The man (Rudy) is unapologetic about the misrepresentation of his abilities in his memoirs and unashamedly exploits others' gullibility. This reveals that he is self-absorbed/vain/egotistical. He is scathing of others who believe his portrayal of himself despite his acknowledging that his memoirs were not true.

[Award 3 marks only if a comment is made.]

(3)

- 1.12 In paragraph 9 of TEXT A, the writer argues that people equate arrogance with strong leadership; humility is seen as a 'feminine attribute' (paragraph 10). People are impressed by men who boast and show off even if they are dishonest. He further explains that arrogance and lying are celebrated and glorified, when flaunted by men.

TEXT B supports paragraphs 9 and 10 of TEXT A by showing that blatant arrogance and self-promotion are esteemed by others. The fact that a woman is expressing praise for her male colleague, who has admitted to the lies in his memoir, links to the gender stereotypes described in TEXT A. Furthermore, the woman's submissive/acquiescent demeanour reinforces the view that women are 'unfit for leadership' (paragraph 10) because she does not challenge the man's duplicity.

[Award 4 marks for a critical discussion of paragraphs 9 and 10 of TEXT A and TEXT B.]

(4)

**TOTAL SECTION A: 30**



**SECTION B: SUMMARY****QUESTION 2: SUMMARISING IN YOUR OWN WORDS**

Use the following main points that the candidate should include in the summary as a **guideline**.

Any 7 valid points are to be credited in paragraph-form.

(Sentences and/or sentence fragments must be coherent.)

NO.	QUOTATIONS	NO.	POINTS
1	'people generally adapt well over time to life-changing situations and stressful situations'	1	Resilient people are able to adapt to changing circumstances.
2	'Focusing on four core components ... can empower you to withstand and learn from difficult and traumatic experiences.'	2	Those who have mastered their struggles are able to endure and develop positively.
3	'stronger individuals accept help and support from those who care about you.'	3	The willingness to accept assistance from others is an indicator of resilience.
4	'Resilience allows you to acknowledge and accept your emotions during hard times'	4	Being resilient allows people to recognise and embrace their emotions.
5	'it is also important to help you foster self-discovery'	5	Resilient people are more self-aware.
6	'People often find that they have grown in some respect as a result of overcoming challenges.'	6	Overcoming difficulties allows for personal growth.
7	'One may not be able to change a highly stressful event, but one can change how to interpret and respond to it.'	7	Resilience empowers individuals to resolve challenges.
8	'Accepting circumstances that cannot be changed can help one to focus on circumstances that can be altered.'	8	Accepting situations that are beyond one's control can help one prioritise situations within one's control.
9	'An optimistic outlook empowers people to expect that good things will happen.'	9	Positivity enables one to anticipate better outcomes.
10	'Being able to visualise what one wants is more constructive than dwelling on what one fears.'	10	A resilient person's fears are allayed by focusing on their aspirations.

**PARAGRAPH-FORM**

**NOTE:** What follows is merely an example. It is not prescriptive and must be used very carefully.

Resilient people are able to adapt to changing circumstances. Those who have mastered their struggles can endure and develop positively. Resilience allows them to accept assistance from others and to recognise and embrace their emotions. Furthermore, resilient people are more self-aware which promotes growth and empowers them to resolve challenges. They accept situations that are beyond their control, while their positive mind-set enables them to anticipate better outcomes. Their fears are allayed by focusing on their aspirations. [77 words]

**Marking the summary:**

Marking is on the basis of the inclusion of valid material and the exclusion of invalid material.

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

**NOTE:**

- **Word Count:**
  - Markers are required to verify the number of words used.
  - Do not deduct any marks if the candidate fails to indicate the number of words used or if the number of words used is indicated incorrectly. If the word limit is exceeded, read up to the last sentence above the stipulated upper limit and ignore the rest of the summary.

**TOTAL SECTION B: 10**

**SECTION C: LANGUAGE STRUCTURES AND CONVENTIONS****Marking Section C:**

- Spelling:
  - One-word answers must be marked correct even if the spelling is incorrect, unless the error changes the meaning of the word.
  - In full-sentence answers, incorrect spelling should be penalised if the error is in the language structure being tested.
  - Where an abbreviation is tested, the answer must be punctuated correctly.
- Sentence structures must be grammatically correct and given in full sentences/as per instruction.
- For multiple-choice questions, accept BOTH the letter corresponding to the correct answer AND/OR the answer written out in full as correct.

**QUESTION 3: ANALYSING ADVERTISING**

- 3.1 The teeth are represented as dice, tying in with the word 'gamble' used in the heading. (2)
- [Award 2 marks only if reference is made to both the visual and the heading.]
- 3.2 The advertiser appeals to the reader directly./The reader is being challenged. (1)
- 3.3 The phrases convey that Crest is recommended by most dentists (1) which implies that it is a superior brand (1). (2)
- 3.4
- **Emotive diction:** The advertiser's choice of emotive diction ('fighting'/'dramatically'/'battle') is persuasive in that it creates fear and panic to act with urgency and use Crest to prevent cavities.
  - **Endorsement by experts:** 'dentists' choice' highlights the claim that expert opinion favours the use of Crest toothpaste.
  - **Statistics:** The use of statistics ('523 million cavities since its introduction in 1955') validates the claim that Crest is a superior product and it prevents the formation of cavities.
  - **Litotes:** The advertiser wants to promote the authenticity of the information in the advertisement and the effectiveness of the product ('there's no second chance'/'no sure things').
  - **Personification:** The advertiser uses the expressions, 'Crest for fighting cavities' and 'Crest helps put the odds in your favour' to highlight the effectiveness of the product.
  - **Personal pronouns:** By using the pronouns, 'you' and 'your', the advertiser engages the readers in order to convince them of the benefits of the product.
- [Award 1 mark for the identification of ONE technique and 2 marks for a comment.] (3)

- 3.5 'There are some things **with which** you just can't afford to gamble.'/'You just can't afford **to gamble with** some things.' (1)
- 3.6 The apostrophe indicates **possession**. (1)
- [10]

#### QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

- 4.1 In FRAMES 1–4, the impression is created that there is a loving relationship where the mother provides a wide range of support for which Jeremy is very grateful./Jeremy is effusive in his praise while his mother becomes increasingly emotional. This is evidenced by her flowing tears and use of a handkerchief to dry her eyes.
- [Award 1 mark for a reference to the relationship and 1 mark for the motivation.] (2)
- 4.2 In FRAME 5, the mother is startled by Jeremy's using the word 'ALMOST' which undercuts his generous previous praise.  
In FRAME 6, Jeremy's mother reacts with dismay/contempt when he demands an 'EXCUSE NOTE'./She is offended by his disparaging statement that expressing gratitude is a waste of time.
- [Award 3 marks only if a comment is made.] (3)
- 4.3 Jeremy expresses gratitude to his mother for all the work and assessments she has completed on his behalf, revealing his lazy and exploitative nature./All Jeremy's claims of being grateful are nullified by his thoughtless comments in FRAME 6, which reveal his selfish motive for complimenting his mother./The cartoonist ridicules Jeremy's self-absorbed nature and the manner in which he exploits his mother.
- [Award 3 marks only if there is an understanding of satire.] (3)
- 4.4 **supportive/supporting/supported/supportable** (1)
- 4.5 Jeremy said that there **was** almost nothing more that **he** could ask/could have asked for.
- [Award 1 mark for **BOTH** changes.] (1)
- [10]

**QUESTION 5: USING LANGUAGE CORRECTLY**

- 5.1.1 is—are ('arguments' ... are; 'argument' ... is) (1)
- 5.1.2 The verb must agree with the subject in number. (1)
- 5.2 The colon indicates that **an explanation/further information will follow.** (1)
- 5.3 D – complex-compound sentence (1)
- 5.4 most paradoxical (1)
- 5.5 Catastrophic (1)
- 5.6 unappealing/disgusting/ugly/unattractive
- [Accept suitable alternative antonyms in context.] (1)
- 5.7 The word 'them' could either refer to the 'well-meaning people' or to 'others'. (2)
- 5.8 others/some (1)
- [10]**

**TOTAL SECTION C: 30**  
**GRAND TOTAL: 70**