education

Lefapha la Thuto la Bokone Bophirima
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North West Education Department
NORTH WEST PROVINCE

PROVINCIAL

ENGLISH HL

GRADE 11

TERM 1

REVISION MATERIAL

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1.INSTRUCTION WORDS

Key word	Meaning
analyse	Break up into separate parts and discuss, examine, interpret, explore and investigate each part. Say how each part is important. Explain how the parts are linked or related.
apply	Use in practical way. When you apply you show in a practical way what your understanding is. Use your knowledge and understanding of the topic to make it relevant to a situation, issue or problem.
assess	Judge or estimate the nature, quality or value of something. Make a value judgement that you justify by giving reasons.
calculate	You need to get to an answer by using numbers. You will add, subtract, multiply or divide numbers to reach an answer.
comment	Give your opinion on, explain or criticise. Make a judgement based upon the evidence.
compare	Look at two or more things. Identify similarities and differences. See how they are the same, and how they are different. Focus more on similarities than differences
complete	Add the missing information.
consider	Think about and give your opinion.
contrast	Show them in Focus on the differences between two or more things. opposition to each other.
create	Put together ideas or parts to develop an original idea; engage in creative thinking; offer a novel or new suggestion or item.
criticise	You need to make judgements to show your own ideas and evaluation.
critically analyse	Show approval or disapproval, or find mistakes or faults, and merits or good aspects; give reasons.
define	You need to give the exact meaning of the term or words. Definitions are short and exact. This is not a discussion.
describe	Give an account of something where you recall what you have learned or state what you observed.
determine	Find out the facts. For example, determine how many learners in Grade 11 do physical exercise more than four times a week.
discuss	Write about something; compare a number of possible views about an issue or problem. Debate, consider, and argue the issues. Include comparisons and contrasts, look at pros and cons. Say what you think about the topic. Give a full answer in sentences, not just a list in point form. Always give a conclusion.
do you think	Give your OWN opinions about an issue or problem. Pay attention to the reason you give and arguments you offer; you will not be given marks just for an opinion. Provide well-reasoned or logical reasons for your opinions,based on facts.
enumerate	This is the same as list. Give a number of points.
evaluate	Give your own opinion and /or the opinions of others. Give evidence to support your evaluation. Give an indication of the amount, quality or value of something. Compare a number of possible views about an issue or problem. Make judgements based on facts.

examine	**Carefully look at something and in detail so you can comment on it. Breakdown an issue or problem into smaller parts to understand it. Then explain what you have learned.**
Explain	**Give details, describe, make clear, make it understandable. Make something plain or simplify. Describe in detail so that it can be understood. Always give examples when you are asked to explain. give You supply, provide, present, or offer information.**
Identify	**Recognise and name someone or something; to say who or what they are.**
illustrate	**Give realistic examples. Explain very clearly. You can use examples and comparisons.**
interpret	**Show your understanding of the topic, comment on it, give examples. Describe relationships, explain the meaning.**
in your opinion	**This asks you what you think about something or feel about something. For example, in your opinion "Are South African Citizens Doing Enough to Flatten the curve of coronavirus in SA?**
list	**Give a short list of the points. State in the shortest way. Be brief. Do not discuss or write an essay. Usually you write items one below the other in a list.**
match	**Find things that go together; find things that are similar or connected to each other.**
measure	**Find the size, quantity, etc. of something. Judge the importance, value or effect of something.**
mention	**Write about something without explaining. There should be no detail; keep it brief.**
name	**Similar to mention; give a brief answer without long explanations.**
outline	**Summarise, describe main ideas and core points, concepts or events. Give an overview.**
prove	**Give the facts to support the issue.**
state	**Explain exactly and clearly as it is.**
suggest	**Give possible reasons or ideas. These must be believable; they do not necessarily have to be proven to work.**
summarise	**Give a very short and brief account. Include a short conclusion. Do not give unnecessary details.**

2. VISUAL LITERACY

CARTOONS

Notes

A cartoon is usually a humorous drawn picture of a situation, well-known personality or story.

Cartoons are used to express ideas or to draw attention to a situation or a well-known personality.

They often highlight a current social or political issue.

Analysing Cartoons

WHEN STUDYING CARTOONS LOOK AT:

Characters: Are they stereotypes or caricatures?

Background & Setting: Where & when is the scene taking place?

Language: Is formal /informal register used? How are the sentences structured?

Punctuation: Used to portray emotions.

Actions: Look at facial expressions and symbols or lines used to portray movement/emotion.

Objectives: Is the aim to inform, educate or entertain?

GOLDEN RULES FOR ANALYSING A CARTOON

2.1 When you study cartoons or cartoon strips, ask yourself the following questions:

- Is the cartoon meant to make me laugh or think seriously about something?
- What do I notice about the body language of the characters in the cartoon?
- What do I notice about the font and size of words in the cartoon?
- What do I notice about the punctuation used?
- What connections can I make between the words and the drawings?
- Know the meaning of the technical aspects of the cartoon, as it will most probably be included in the questions:

- Å A cartoon can be a single frame or consists of a series of frames.
- Å Movement is indicated by vertical, curved and diagonal lines.
- Å Speedy action is indicated by streaky lines or the action leaving the frame.
- Å Fonts are also changed for emphasis.

LOOK AT EXAMPLES BELOW

TEXT 1

Words in bold = loud

Jagged speech bubble, bold print and question/exclamation marks indicate shouting.

The asterisk indicates confusion or a thought process.

Smile = happy

Mom is hysterical: wide open eyes and mouth.

Blank expression emphasises confusion

Hands on head = despair!

TEXT 2

Shows she has moved away

Emotions? Evidence?

Commenting on Cartoons

- All answers should be substantiated with close reference to the cartoon.
- Pay careful attention to the body language of the characters and refer to visible features.
- Remember that cartoons make use of puns, satire, sarcasm and irony that need to be explained by referring to the cartoon.

Caricature

- This is a drawing in which a person or action is shown with exaggerated features.
- Features are exaggerated to help with identification or to ridicule.

Stereotype

- This is a fixed, exaggerated and preconceived description of a specific type of person, group or nation.
- For example, the Italians are said to be emotional and the British cold.

To answer questions on cartoons, you need to:

- Understand the ómessageôor point of a serious cartoon (i.e. one that is making a comment about something in society that the cartoonist is concerned about) and understand the joke in an amusing cartoon.
- Understand that the way people, animals or objects are drawn in the cartoon affects the meaning of the cartoon (for example, body language and facial expressions).
- Understand how the way words are written in the cartoon (for example, font size, use of capital letters and bold type) affects meaning.
- Understand how punctuation is used to affect the meaning of the cartoon.

ACTIVITY1: CARTOONS

Study the cartoon and answer the questions based on it.

TEXT A

FRAME 1

FRAME 2

FRAME 3

FRAME 4

1.1 Describe the manôs facial expressions in FRAMES 1 and 2. **(3)**

1.2 Briefly explain why he feels the way he does. **(2)**

1.3 Give one word to describe the womanôs tone in FRAME 4. **(1)**

1.4 Comment on the womanôs confusion in FRAME 4. **(3)**

1.5 Why, do you think, was Facebook used for this specific cartoon instead of something like Twitter or Instagram? **(1)**

[10]

TEXT B

FRAME 1 FRAME 2 FRAME 3 FRAME 4

1.6 Describe Pigõs facial expression in frame 1. (2)

1.7 Briefly explain why Pigfeels the way he does. (2)

1.8 Give one word to describe Monkeyõs tone in frame 2. (1)

1.9 Discuss how the use of visual cues in frame 3 indicates what is happening. (3)
1.10 Explain how the cartoonisthas created humour in the cartoon. (2)

[10]

2 ADVERTISEMENT

GOLDEN RULES FOR ANALYSING AN ADVERTISEMENT

1. When you analyse advertisements, ask yourself the following questions:

Å What is being advertised?
Å Who is likely to be interested in this product?
Å How do the designers try to make the product appealing?
Å Why do they use specific words in the advertisement?
Å What does the picture show and why was it chosen?

2. Know the meaning of the following terms:

Å Slogan: Words that are linked to a product and that are easy to remember (for example, ñFinger-licking goodò).
Å Logo: A visual design, sometimes including letters, words or symbols, that is the official sign of a company or organisation (for example, the Nike tick).
Å Font: The style and shape of printed letters, often especially chosen for emphasis in advertisements or cartoons.
Å Target market: The type of people an advertisement wants to attract (for example, fashionable young people; wealthy business people).
Å Layout: The way the advertisement is set out on the page so that certain words and pictures attract attention.

- Language use: The choice of words and ways of saying things (for example, the use of slang to sell jeans to young buyers; formal language used to sell banking services to business people; dramatic language used to sell adventure equipment; repetition used to make the reader remember the message).
- Figures of speech: The use of metaphor, simile, hyperbole (great exaggeration),onomatopoeia, puns, personification and alliteration (for example, hyperbole and alliteration used together: ôBetty bakes the best buns in the worldõ).
- Sound devices: Words chosen for the effect of their sounds (for example, onomatopoeia and alliteration used together: ôShush, babyôs sleeping).

3. To answer questions on advertisements, you need to:

- Understand what the words in the advertisement mean; and understand what is shown in the advertisement drawings or pictures;
- Pay attention to how the words and the pictures work together to persuade the reader to buy a product or do what the advertisement suggests (for example, a road safety advertisement may ask that drivers drive slowly);
- Understand how the layout of the advertisement and the use of fonts attracts the readerôs attention;
- Pay attention to how punctuation has been used; and Notice the use of figures of speech

ACTIVITY 2: ADVERTISEMENTS

Study the advertisement below and answer the questions set on it.

TEXT ABOVE READS

Kids will be kids. Thatôs why we fortified Nestle Nesquik powder with calcium, vitamin C and other essential vitamins and minerals. Just what todayôs extreme kids need to help build strong bones. Plus we kept the rich, chocolatey taste that gets them to drink more milk. Of course, youôll still worry. After all, parents will be parents.

2.1. Comment on the advertising technique used in the catch-phrase:
ñWe fortified it because todayôs kids need really, really, really strong bones.ò(2)

2.2. Give reasons for why you think the advertisement makes reference to being ñfortifiedò and containing ñvitamins and minerals.ò (2)

2.3. Refer to the phrase, ñOf course, youôll still worry.ò in the written text.

Who is the phrase addressing and why will these people still worry? (3)

2.4. In your view, is the image effective in promoting the product advertised? Substantiate your response. (3)

[10]

TEXT B- STUDY THE ADVERT BELOW AND ANSWER THE QUESTION

THE TEXT ABOVE READS

Make sure brushing is safe, effective and fun with the Colgate kids range. Colgate has specially-designed toothbrushes and toothpastes for each stage in your childôs development ï 0 to 2 years, 2 to 5 years and older. With softer bristles, low-fluoride toothpaste and kid-friendly designs, your children will have all the more reason to keep brushing.

2.5. With reference to the image of the baby, what are the two reasons that a parent should start using the Colgate kids range? (2)

2.6 Give reasons why you think the advertisement makes reference to the Colgate kids range being ñsafe, effectiveò and ñspecially-designed.ò (2)

2.7 Refer to the phrase, ñ#1 Brand recommended by dentistsò at the bottom of the text.Identify the advertising technique used and comment on the reason for its use. (3)

2.8. In your view, is the image effective in promoting the product advertised? Substantiate your response. (3)

[10]

3 SUMMARY WRITING

GOLDEN RULES FOR WRITING A SUMMARY

1. Read the instructions in the question paper carefully to determine what is expected/ which seven facts are required.

2. Read the text or article to get a general idea of the subject matter.

3. Then read through it a second time to identify the main points.

You can do this paragraph by paragraph.

- Identify the topic sentences and underline/ highlight it. These are usually the first sentences of each paragraph. They give the main idea for the paragraph (with the following sentences supporting this main idea).
- Also look for the concluding sentence in the paragraph, as this often summarises the paragraph.

4. Now write the main idea of each paragraph (or section) in one sentence.

- Use your own words, rather than the author's words. This is important because if you quoted verbatim what the author has written, you'll lose marks.
- Your summary should be written in point form.
- Number your sentences from 1-7.
- Write only ONE point per sentence.
- Always indicate the number of words at the end of your summary.

4 Edit what you wrote.

- Check for grammar, spelling and punctuation mistakes as you will be penalised for language errors

ACTIVITY 3.1: SUMMARY WRITING

SUMMARY

*Carefully read the passage below (***TEXT A***) which focuses on how smoking affects the youth.*

NOTE: You are required to do the following:

- Summarise in your own words**how smoking affects the youth**.
- Your summary MUST be in PARAGRAPH FORM.
- Your summary should include at least SEVEN points and should not exceed 90 words.
- Indicate your word count at the end of your summary.
- You are NOT required to include a title for the summary.

TEXT A

•

YOUTH AND SMOKING

Cigarette smoking during adolescence produces significant health problems including an increase in the number and severity of respiratory illnesses, decreased physical fitness and potential effects on the rate of lung growth and maximum lung function. Most importantly, this is when an addiction to smoking takes hold which often persists throughout adulthood.

Every day, almost 3,900 children under 18 years of age try their first cigarette, and more than 950 of them will become new, regular smokers. Half of them will ultimately die from their habit. If current tobacco use patterns persist, an estimated 6.4 million current child smokers will eventually die prematurely from a smoking-related disease.

People who begin smoking at an early age are more likely to develop an addiction to nicotine than those who start at a later age. Of adolescents who have smoked at least 100 cigarettes in their lifetime, most of them report that they would like to quit, but are not able to do so.Among high school students in 2007, the most prevalent forms of tobacco used were cigarettes, cigars, and smokeless tobacco.

The decline in smoking among high school girls has slowed recently. Since 1990 teenagers and young adults have had the highest rates of maternal smoking during pregnancy. In 2005, 16.6 percent of female teens aged 15-19 and 18.6 percent of women aged 20-24 smoked during pregnancy.

The 1998 Master Settlement Agreement (MSA) prohibited tobacco companies from advertising their products in ways that target youth. However, the impact of the MSA has been weakened as Big Tobacco switched the target of their marketing resources to young adults, seen as a primary role model by older teens. Exposure to pro-tobacco marketing and media more than doubles the chances of the youth starting tobacco use. One study found that teens exposed

to the greatest amount of smoking in movies were more likely to start smoking themselves compared with teens who watched the least amount of smoking in movies

[Total Section B: 10]

ACTIVITY 3.2 – Summary Writing

*Carefully read the passage below (***TEXT B***) which focuses on the negative issues and concerns associated with bottled water.*

NOTE: You are required to do the following:

- Summarise in your own words **the negative issues and concerns associated with bottled water**.
- Your summary MUST be in PARAGRAPH FORM.
- Your summary should include at least SEVEN points and should not exceed 90 words.
- Indicate your word count at the end of your summary.
- You are NOT required to include a title for the summary.

TEXT B

DROWNING IN BOTTLED WATER

The age of bottled water has definitely dawned in South Africa ï and with it worrying environmental concerns. The figures are staggering. According to the National Bottled Water Standards website, South Africa's bottled water market last year was estimated to be worth more than R1,7 billion and climbing. In 2005 it was estimated that South Africans drank almost 196 million litres of bottled water. By mid-2010 this figure was estimated to be about 568 million litres.

But globally, there is an intensifying environmental backlash against water in a bottle. As global consumption of bottled water soars, environmental groups such as the World Wide Fund for Nature (WWF) and Greenpeace have warned of the huge environmental footprint of the plastic in which the water is packaged.

In 2001 a WWF study, "Bottled water: understanding a social phenomenon", warned that in many countries, bottled water may be no safer or healthier than tap water and it is sold for up to 1 000 times the price. It said the booming market would put severe pressure on recycling plastics and could lead to landfill sites drowning in mountains of plastic bottles.

Instead, resources should be dedicated to cleaning up the Earth's water, the WWF warned. Most bottled water is packaged in polyethylene terephthalate (PET) bottles. Apart from the concerns about plastic and the afterlife of the bottles, the industry requires more than 200 million barrels of oil to produce, package and distribute the water.

In South Africa consumption translates to 1,2 trillion bottles discarded every year. This is

about twenty-eight 500 ml plastic bottles for each of South Africa's 42 million citizens.

According to PET Plastic South Africa, South Africans buy billions of refreshments in PET bottles every year and nearly all of them will end up in municipal dumps instead of being recycled. Re-using bottles would be easier if South Africans recycled more . During the filtration of bottled water, up to seven litres of water is wasted for every three litres bottled.

[Source: YolandiGroenewald*, Mail and Guardian Online,* 2006]

[10]

COMPREHENSION

ANSWERING A COMPREHENSION TEST

GOLDEN RULES FOR ANSWERING A COMPREHENSION TEST

1. Read through the passage.

2. Read through the questions based on the passage.

3. Read through the passage again, keeping the questions in mind to locate possible answers.

4. Read through each question again and do the following:

   - Underline/ highlight/ circle the instruction words as to be informed what each question expects you to do.
   - Underline the key word/ key idea

5. Answer the questions and keep the following in mind:

   - Number your answers to correspond with the numbering system used in the question paper.
   - Skip a line between each answer as to facilitate the marking process.
   - Write neatly and legibly.
   - The mark allocation will indicate the length of the required answer.
   - Determine if the answer needs a full sentence, a word or a phrase.
   - If answering in a full sentence, start the answer with a capital letter and end it with a full stop.
   - If you have to quote from the text, enclose the quote with quotation marks/ inverted commas.
   - Answer all the questions because a question that is left unanswered constitutes a zero mark.
   - If time allows it, edit your work to check that you have answered correctly and followed the Instructions.
   - Watch out for careless mistakes and proofread your essay and/or short answer questions.

- Only change an answer if you misread or misinterpreted the question because the first answer that you put down is usually the correct one.

ACTIVITY 4.1- Comprehension
READING FOR MEANING AND UNDERSTANDING
Read TEXTS A and B below and answer the set questions.

TEXT A

YOUTH UNEMPLOYMENT NEEDS A JUMP-START, AND SOON

1. Youth unemployment is one of the globalissues that needs resolution soonerrather than later. The government debt crisis in Europe has escalated the youthunemployment problem within Europeand has impacted on other countries thattrade with Europe. The statistics citedat the recent World Economic Forumannual meeting show that 50% of theworldôs people are under the age of 27.Furthermore, there are 1.5 billion peoplebetween the ages of 15 and 29 vying foronly 300 million jobs.

2. An International Labour Organisation report released last month shows that about 35% of unemployed young people in advanced economies have been out of a job for 6 months or longer. This absence directly affects their long-term career prospects as their skills deteriorate; some may get discouraged and leave the labour market altogether. There are 74 million people in the 15-24 age group unemployed around the world, and this translates into a 12.4% unemployment rate for this subset. Job prospects for the worldôs younger workers are looking increasingly bleak, says the report.

3. In Europe 14 million young people, more than 15% of European youth agedbetween 15 and 29, are estimated to be inthis infamous new category called NEET,those neither in employment nor ineducation or training, those who have notfound a job or have even given up lookingfor a job and lost interest in improvingtheir skills. NEETS have doubled since2010.

4. In South Africa we have a youthunemployment rate of 42.2% accordingto rankings by Indexmundi website.This gives us a third place in rankingsof countries when comparing the youthunemployment rate. The only countrieswith a higher youth unemployment rateare Armenia and Macedonia. When youdelve more deeply into the unemployment statistics, you find that the African andColoured population groups feel thebrunt of unemployment ï especially thewomen. This is a ticking time bomb forthe stability ofthe economy.

The action that the government hasproposed is the youth wage subsidy toincentivise the private sector to employmore young people. This has beenopposed by COSATU which worriesabout companies firing the older, moreexperienced workers. Indeed, the trickledowneffect of firing older workers will befelt by many peoplewho rely on them.Andthese concerns

5. cannot be ignored. So thecounter-proposal to the wage subsidy isto give an incentive in the form of a jobseekerâsallowance to young people. This isequally problematic as it is not financiallysustainable and does not guaranteejobs. Young people may also abuse thegrant, wanting to continue receivingthe allowance if it is higher than the netwages ofa normal job with transport costs factored in

6. So an alternative is to look at newproductive areas that create jobs at a rapidrate.TheJobs Fundis meant to address this,but funds must already be committed toprojects before benefits can be reaped.Thematching offunds approach, presupposesthat the level of development is high, butthe reality is that the people who runprojects and firms that could potentiallybenefit from the fund, are still starting upand struggling to get that initial funding. In fact, the different interventions fromthe government cannot work in theabsence of private sector involvement anda change ofmind-set from all involved.

7. The private sector is driven by self-interestand the profit motive, so anysolution should be tailored to addressthis. But the private sector needs to realisethat profits are not created in a vacuumand if the whole country crumbles due tosocial unrest, no profits can ever accrue.One suggestion is that individuals canact by adopting a younger unemployedperson. We can copy the Adopt-a-SchoolFoundation concept and expand it intoa national campaign of Adopt-a-Youthwhere we can see what support can be givento avoid an impending revolution. Butunemployed young people must think toadd value for the assistance they get. Thereis no such thing as a sustainable free lunchin life. Our crisis is serious. Ifwe don't actnow it may be too late for all of us.

[Vuyo Jack, Business Report:
The Argus, 3 February 2013]

AND

TEXT B

UTC
UCKG Training Centre
ELS
East London Skills for Life
Free Courses Ages 16+
(24+ and employed will need to pay a fee)
Introduction to Youth Work Level 1 Certificate
Youth Work Practice Level 2 and 3
Certificate in Employability Level 1
Peer Mentoring Level 2 Award
Functional Skills English Level 1 and 2
Principles of Customer Service Level 2
Our Locations:
For more information, visit utc.uckg.org or call us on 020 7686 6013
Finsbury Park: Rainbow Theatre 232 Seven Sisters Road Finsbury Park N4 3NX
Catford: 1 Bromley Road Catford SE6 2TS
Stratford (ELS) 39a The Broadway, Stratford London E15 4BQ
Email: admin@eastlondonskills.co.uk
Tel: 0208 221 2688

Read texts A and B and answer the set questions

QUESTIONS ON TEXT A

1.1. Why, do you think, youth unemployment needs a resolution ñsooner rather than laterò(lines 1-2)? (2)

1.2. Give two results of long-term unemployment in youth (paragraph 2). (2)

1.3.1. What does the acronym NEET (line 15) stand for? (1)

1.3.2. Give a reason as to why you think such an acronym needed to be created. (2)

1.4. Identify and explain the figure of speech used in ña ticking time bombò (line24). (3)

1.5. Two proposals have been made in paragraph 5 to deal with the problem of youth unemployment. Identify the two proposals AND provide the downside of each one. (4)

1.6. Why is it in the interest of the private sector to focus on issues other than profits (paragraph 7)? (2)

1.7. What advice does the writer offer unemployed youth in the final paragraph?(2)

1.8. Discuss the tone of the article and what it tells you about the attitude of the writer towards the subject. (2)

QUESTIONS ON TEXT B

1.9. Who is the target audience for the poster? Quote from the text to justify. (2)

1.10. Explain, in your own words, a general category for the type of courses offered. (2)

1.11. Comment on the suitability of the images used in the poster. (3)

QUESTIONS ON TEXT A & B

1.12. TEXT B proposes a better solution to reducing youth unemployment than those provided in paragraph 6 of TEXT A.

Discuss this statement with adequate substantiation from BOTH texts. (3)

[30]

ACTIVITY 4.2– COMPREHENSION
READING FOR MEANING AND UNDERSTANDING

FINE FEATHERS MAKE FINE BIRDS

1. Clothes? Well, yes, everyone wears them. But why? People may wear them just to cover themselves or to keep warm; others wear them as a badge of group identity ï like a school uniform or a team badge. But many people think that the clothes they are wearing will make the outside world see them as rich, important or beautiful. It is because of this last group that the proverb ñfine feathers make fine birdsò was coined. It means that if you look the part, then people will believe you are for real, for example if you wear a business suit then people will automatically see you as a well-educated, wealthy and professional individual.

2. Do you agree that your clothes make a difference to the way others see you?

3. If you walk down any main street, you will see street traders selling running shoes labelled Mike, or T-shirts with a Beebok logo. These names and logos are, of course, near-copies of well-known trade names. They attract buyers because people want to be seen to be able to afford ñthe real thingò ï and if they cannot afford them, then they will settle for something which may fool people. This is quite sad really, because it is like saying that a fake is still better than nothing. Then again, the current generation does prefer the saying: ñfake it ótil you make it.ò

4. Those who manage to buy clothes with well-known or popular brand names and logos will flaunt their new clothes ï even going so far as to let the label stick out at the back or wear short tops so that the pockets of the jeans (with their logo) can be seen by everybody. Are these well-known names worth the money that the clothes cost? Clearly a lot of people think so ... and if you can afford them, then you too are seen as rich or successful ï or at least able to keep up with fashion and be on trend.

5. Do you spend ages deciding what to wear to attend any social occasion? Clothes do send a message: recently shopkeepers at some malls in Britain decided to ban young people who are wearing hooded tops (called ñhoodiesò) from coming into their shops because such people were seen to be shoplifters or troublemakers! We all know this form of stereotyping all too well, especially the ladies who get instantly judged on the outfit they are wearing.

6. Certain clothes are seen as appropriate for certain occasions ï you would not take your teachers seriously if they turned up for class in bathing costumes, for example. And it is clearly quite important to dress smartly for a job interview but many people feel it is not enough to be suitably dressed: they want to make a particular impression on others and so they will go to great lengths to choose clothes that they think will

make them look beautiful, sexy, rich or older/younger. **40**

7. Strangers may make judgements about you based on what you are wearing. But is it true that people you know will change their opinion of your character because of the clothes you are wearing? Will your ñfine feathersò make you into a ñfine birdò?

8. Surely we must rethink our whole attitude toward clothes ... is the money we spend on them worth the impression we want to make on other people? Perhaps we should go back to the days when clothes were merely a covering for our bodies or follow the example of China under Maoist rule where almost everyone wore the same sort of blue uniform ... but think how the clothes manufacturers and shops would hate it if we turned our back on the variety of clothes on offer ... and perhaps you would hate it too. **45** **50**

[Paizee, D &Peires, M,*Oxford Successful*, 2009]

AND

TEXT B

[SOURCE: www.gap.com/products/gap-kids, Accessed: 4 October 2016]

QUESTIONS ON TEXT A

1.1 Why, according to paragraph 1, do people wear clothes? (3)

1.2 Explain the proverb ñfine feathers make fine birdsò (line 5) in your own words. (2)

1.3.1. Give a reason as to why the running shoes and T-shirts are referred to as ñMikeò and ñBeebokò (lines 10-11) respectively. (1)

1.3.2. Explain why people buy ñMikeò and ñBeebokò products. (2)

1.4. What do you understand by the saying ñfake it ótil you make itò (line 16)? (2)

1.5. Discuss why shopkeepers at some malls in Britain decided to ban certain young people from their shops (paragraph 5). (2)

1.6. Do you agree that people judge a person, and can even change their opinion of a personôs character, based on the clothing he/she wears? Justify your response. (3)

1.7. Comment on the effect that the Maoist rule in China would have on a society with regards to clothing. (3)

1.8. Discuss the tone of paragraph 8 and what it tells you about the attitude of the writers toward the subject. (2)

QUESTIONS ON TEXT B

1.9. Who is the target audience for the poster? Give a reason for your answer. (2)

1.10. Discuss in detail how stereotyping has been used in this clothing advertisement. (4)

QUESTIONS ON TEXT A & B

1.11. TEXT A emphasises how conscious people are of the impression their clothes make, whilst TEXT B highlights the farther-reaching effects it can have on parents and children.

Do you agree with the above statement? Justify your response with adequate substantiation from BOTH texts. (4)

[30]

6. LANGUAGE AND EDITING SKILLS

PARTS OF SPEECH

part of speech	function or "job"	example words	example sentences
Verb	action or state	(to) be, have, do, like, work, sing, can, must	English Club **is** a web site. I **like** English Club.
Noun	thing or person	pen, dog, work, music, town, London, teacher, John	This is my **dog**. He lives in my **house**. We live in **London**.
Adjective	describes a noun	good, big, red, well, interesting	My dogs are **big**. I like **big** dogs.
Determiner	limits or "determines" a noun	a/an, the, 2, some, many	I have **two** dogs and **some** rabbits.
Adverb	describes a verb, adjective or adverb	quickly, silently, well, badly, very, really	My dog eats **quickly**. When he is **very** hungry, he eats **really** quickly.

part of speech	function or "job"	example words	example sentences
Pronoun	replaces a noun	I, you, he, she, some	Tara is Indian. **She** is beautiful.
Preposition	links a noun to another word	to, at, after, on, but	We went **to** school **on** Monday.
Conjunction	joins clauses or sentences or words	and, but, when	I like dogs **and** I like cats. I like cats **and** dogs. I like dogs **but** I don't like cats.
Interjection	short exclamation, sometimes inserted into a sentence	oh!, ouch!, hi!, well	**Ouch**! That hurts! **Hi**! How are you? **Well**, I don't know.

6.2. CONCORD

In English, all the words in a sentence that have a special kind of óconnectionô with each other must be in the same form (that is, they must be all singular or all plural). This special connection is discussed in this section.

If the noun or pronoun in the subject of the sentence is plural, then the verb must be plural. If the noun or pronoun is singular, then the verb must be singular.

The subject of a sentence is a noun, a pronoun, or a phrase (a group of words without a verb) which includes a noun. For example:

ÅThe policeman (noun) arrested the robbers.

ÅHe (pronoun) arrested the robbers.

ÅThe tall, strong policeman (phrase) arrested the robbers.

6.3. ACTIVE AND PASSIVE VOICE

Four steps to change a sentence from active voice to passive voice:

1. Underline the verb in the sentence.

2. Divide the sentence into a Subject ï Verb ï Object.

3. Begin the new sentence with the object.

4. The verb in the passive voice consists of the past participle form with some form of the verb ótoô beôor, occasionally, the verb ógotô(for example,ó I was stung by a beeô)

When you are asked to change a sentence from one voice to the other, make sure that you keep the tense of the original sentence. For example:

ÅPresent continuous tense

Active voice: The striker is scoring a goal.

Passive voice: A goal is being scored by the striker.

ÅPerfect tense

Active voice: The striker has scored a goal.

Passive voice: A goal has been scored by the striker.

ÅSimple future tense

Active voice: The striker will score a goal.

Passive voice: A goal will be scored by the striker.

6.4. DIRECT AND INDIRECT SPEECH

Direct speech refers to the actual words spoken or written by someone.

When someone else uses these exact words, that person ógquotesô them.

The words are put in quotation marks and all other punctuation marks used in the sentence will be captured inside these quotation marks.

When someone else reports what someone said without using the exact words, they use indirect or reported speech.

Read the example of the same sentence written in direct speech and reported speech.

 Direct speech:

Nosipho said, ñMy family will be going to a soccer match next Saturday.ò

 Indirect/Reported speech:

Nosipho said that her family would be going to a soccer match the following Saturday.

Rules for changing direct speech to indirect (reported) speech

1. In sentences that start with a present tense verb, only the pronouns change.

For example:

Direct speech: He says: ôI am sorry.ô

Reported speech: He says (that) he is sorry.

In sentences that start with a past tense verb, the tense becomes one tense ôolderô

The pronouns and time words also change.

For example:

Direct speech: He said: ôI am sick.ô

Reported speech: He said (that) he was sick.

2. In reported speech there are no quotation marks, but you add a conjunction such as

ôthatôor ôwhetherô For example:

Sibongile asked whether I would be going to the party.

3. The tenses ôbackshiftô(go back in time) as follows:

- The simple present tense changes to the simple past tense.

For example, go /goes becomes went; walk/walks becomes walked.

- The past simple tense changes to the past perfect tense. For example,

Went becomes had gone; walked becomes had walked.

- The present perfect tense changes to the past perfect tense.

For example, has gone becomes had gone; has walked becomes had walked.

- The present continuous tense changes to the past continuous tense.

For example, am walking becomes was walking.

4. Some pronouns change: ôIô becomes ôheô or ôsheô, ôweô becomes ôtheyô, ôusô becomes ôthemô, ôourô becomes ôtheirô

5. In direct speech, punctuation marks are used to show tone of voice or expression.

These are not used in reported speech.

In reported speech, tone and expression are sometimes shown through the use of words.

For example:

Direct speech: ôWeôve won the competition!ôthe boys shouted.

Reported speech: The boys shouted that they had won the competition.

6. Time words change. For example:

- ônowôbecomes ôthenô

- ôtodayôbecomes ôthat dayô

- ôtomorrowôbecomes ôthe next dayô

- ôlast week/month/yearôbecomes ôthe week/month/year beforeô

- ônext week/month/yearôbecomes ôthe following week/month/yearô

7. The words ôthisôand ôthatôchange to ôtheseôand ôthoseô

6.5. CONJUNCTIONS

It is useful to be able to combine short sentences into longer ones, not only to answer a question in the Language paper, but when you write a report, a letter or an essay, for example.

6.6. APOSTROPHE

In writing, the apostrophe sign (ô) is used for two purposes:

 Firstly, the apostrophe is used to show that letters have been left out (for example, ôdo notôbecomes ôdonôt, ô I willôbecomes ôIllô, ôit isôbecomes ôitôsô). Another name for the shortened form of the word is the contracted form (i.e. the word has shrunk, or contracted).

 Secondly, the apostrophe is used to show that something relates to or belongs to or is possessed by someone or something (e.g. ôSamôs bookô, ôthe playersô uniformsô). In this case the apostrophe is used before the ôsô in the singular and after the ôsô in the plural.

6.7. NEGATIVE SENTENCES, QUESTIONS AND TAGS

There are many ways that a sentence written as a positive statement changes when it is written in the negative:

ÅTwo words need to be added:

(i) a form of the auxiliary verb ôdoô, and

(ii) ónotô An auxiliary verb is used with another verb to form negative sentences or questions or tenses. In English, the auxiliary or helping verbs are be, have and do.

ÅThe tense of the auxiliary verb must be the same as the tense of the verb in the positive sentence. For example, óunderstandsô becomes ódoes not understandô (simple present tense); ófailedô becomes ódid not failô (simple past tense).

ÅIn the negative form, the ending of the main verb changes. For example, óexcludesô becomes ódoes not excludeô, ófailedô becomes ódid not failô

ÅIn the present tense, the third person singular form of the auxiliary verb ódoô is ódoesô

**In English, the auxiliary or helping verbs are be, have and do.

6.8. VOCABULARY AND SPELLING

The meanings of words; knowledge of different forms of the same word; spelling of words and degrees of comparison. In this section of the exam there are usually some grammar questions that require you to know:

 The meaning of particular words;

 How a word changes its form as a noun, verb, adjective or adverb.

 For example, ócompetitionô (noun); ócompeteô (verb); ócompetitiveô (adjective); ócompetitivelyô (adverb);

 The correct spelling of words;

 Synonyms (words similar in meaning);

 Antonyms (words opposite in meaning);

 Homophones (words that sound the same but are spelt differently and have different meanings); and

 Homonyms (words spelt and pronounced the same way, but with different meanings); and

 What abbreviations and acronyms stand for.

ACTIVITY 5.1: LANGUAGE AND EDITING SKILLS

The following passage has deliberate language mistakes in them.
Read the passage and answer the questions that follow:
Text A

MAKING EXERCISE A WAY OF LIFE

1. Everyone are agreed that exercise isbeneficial, and that the earlier childrenstart to exercise, the better. Healthybodies and healthy minds go together.For this reason, families who are activewill try to involve their children inactivities from an early age.

2. Some will go hiking in the mountains on weekends, tempering the pace to the age of the children. Babys can be carried in a backpack and pre-school children can make their own way up the easier slopes of a mountain. Other parents prefer organised sporting activities. Little children will play with small hockey sticks on the side-lines while their parents play their matches, possibly participating in the seniorsôleague. If a family is lucky enough to live near the sea, a brisk walk along the beach can often be fitted in on several days of the week. **5** **10**

3. Exercise is also goodfor the mind ï it is a potent antidote todepression and low self-esteem. Oncethe hormones are working, life looksa lot brighter and one is more likely toparticipate in other activities. Academicwork will probably improve, because thestudent will feel more positive and will bemore focused.

4. Sport is a great way to meet people and to become part of a social group. Team sports encourage community-mindedness, thinking as a group rather than as a solo individual. **15**

5.1. Correct the error of concord in paragraph 1. (1)

5.2. Provide a suitable in-context synonym for ñtemperingò(line 4). (1)

5.3. Correct the spelling error in line 5. (1)

5.4. Provide the function of the hyphen in ñpre-schoolò(line 5). (1)

5.5. Explain the meaning of the prefix used in ñpre-schoolò(line 5). (1)

5.6. What is the apostrophe used to indicate in ñseniorsôleagueò(line 8)? (1)

5.7. Explain the use of the dash in line 11. (1)

5.8. Read the extract below:

ñExercise is also goodfor the mindò(line 11).

Is the extract a phrase or a clause? Give a reason for your answer. (2)

5.9. Provide a suitable in-context antonym for ñencourageò(line 16). (1)

[10]

Activity 5.2

TEXT B - LANGUAGE AND EDITING SKILLS

The following passage has deliberate language mistakes in them. Read the passage and answer the questions that follow:

A LAUGH A DAY KEEPS THE DOCTOR AWAY

1. Laughter prolong your life because it is good for the heart.

2. A good laugh every day provides the same sort of benefits as exercise does: ñIt encourages the blood flow through a personôs veins and heart and provides them with oxygen,ò says Michael Miller, a medical researcher at the University of Maryland in the United States. Miller went on to say that laughter ñproduces a change in the cardio-vascular system similar to the beneficial changes that we see associated with aerobic exercise ï but without the aches and pains that come with exercise!ò **5**

3. The researchers say that laughter should not replace exercise but they do recomend that you try to laugh regularly and that thirty minutes of exercise a week plus fifteen minutes of laughter a day is good for your cardio-vascular system. **10**

4. Miller was unable to explain exactly how laughing is good for you: ñIs it the movement of the muscles as you chuckle or roar with laughter or does the benefit come from chemicals released in the brain? We know that mental stress can produce nitric oxide in the brain that starts the narrowing of blood vessels, so perhaps laughter produces a chemical which stops the production of nitric oxide.ò **15**

5. Whatever the answer is, one thing is certain: laughter is good for you!

[Source: Adapted from ñA Chuckle a Day,ò *Saturday Dispatch,* 12 March2005]

QUESTIONS

5.1. Correct the error of concord in paragraph 1. (1)

5.2. What is the apostrophe used to indicate in ña personôs veinsò (line 3)? (1)

5.3. Correct the spelling error in line 8. (1)

5.4. Provide the function of the hyphen in ñcardio-vascularò (line 10). (1)

5.5. Explain the meaning of the prefix used in ñunableò (line 11). (1)

5.6. Provide a suitable in-context synonym for ñexactlyò (line 11). (1)

5.7. Explain the use of the colon in line 11. (1)

5.8. Provide a suitable in-context antonym for ñarrowingò (line 14). (1)

5.9. Read the extract below:

ñLaughter is good for you!ò (line 16).

Is the extract a phrase or a clause? Give a reason for your answer. (2)

[10]

ANSWERS FOR ACTIVITIES

ACTIVITY 1: CARTOON

Refer to Text A.

1.1 Frame 1 ï Eyebrows are low and down mouth ✓
Frame 2 ï Eyes are closed and mouth shows pain ✓
He feels sad and hurt ✓ **(3)**

1.2 He has ended a relationship ✓✓ OR He has been dumped ✓✓ **(2)**

1.3. shock/confusion/annoyance ✓

[Credit suitably validated alternative responses.] **(1)**

1.4. The man ended the relationship ✓ but he made it sound like it was mutual or that he had been dumped ✓, instead the girl knew nothing about it ✓ **(3)**

1.5. It has a relationship status ✓ **(1)**

[10]

Refer to Text B.

1.6 Pigs eyes are big and wide✓
Pig is sweating✓
Pig is biting his ñnailsò(trotter)✓ [any two] **(2)**

1.7. He is worried✓because he thinks he broke his friendôs computer✓ **(2)**

1.8. rational/sensible/reasonable/composed/soothing✓

[Credit suitably validated alternative responses.] **(1)**

1.9. The CRASH indicates the smashing sound✓and the pieces flying everywhere✓show that the computer is being smashed✓ **(3)**

1.10. Pig misunderstood Monkeyôs statement ✓ because Monkey meant that they should check to see if the computer could still possibly be fixed, not smash it to pieces ✓ **(2)**

[10]

ACTIVITY 2 : ADVERTISEMENTS

TEXT A

2.1 Repetition ✓emphasises why kids need to drink Nesquik✓

[Credit suitably validated alternative responses.] **(2)**

2.2. They know that kids are always growing and parents✓want their kids to be strong and healthy. ✓ **(2)**

2.3. Parents✓because even though their kids are healthy✓they can still get hurt✓

[Award 1 mark for identifying the ñwhoò]
[Award full marks only if reference is made to both the who and the why.] **(3)**

2.4. Yes, the kid who is skateboarding✓could potentially hurt himself.✓But, if he drinks Nesquik, it will make him stronger.✓

OR

No.
(Although an unlikely response. assess on merit.)

[Credit cogent alternative/mixed responses.]
[Award 2 marks for a well-developed point and 1 mark for the second point.]
[Award full marks only if reference is made to both image and words.] **(3)**

[10]

TEXT B

2.5. When a baby starts getting teeth ✓✓ **(2)**

2.6. These are aspects parents worry about✓because they want their kids to be safe and get the best in life. ✓ **(2)**

2.7. Expert witness / Professional endorsement✓ [anything similar] becauseit makes it valid✓and trustworthy✓

[Award 1 mark for identifying the technique.]
[Award full marks only if reference is made to both the who and the why.] **(3)**

2.8. Yes, the baby is getting teeth✓so he/she will need to start caring for them✓and Colgate offers a wide range of products for children in different age groups.✓

OR

No.
(Although an unlikely response, assess on merit.)

[Credit cogent alternative/mixed responses.]
[Award 2 marks for a well-developed first point and 1 mark for the second point.] **(3)**

[10]

ACTIVITY 3.1 – SUMMARY WRITING

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

Any 7 valid points are to be credited. The summary should be in paragraph form.

NB: Sentences and/or sentence fragments must be coherent.

	QUOTATIONS		OWN WORDS / POINTS
1	produces significant health problems	**1**	Smoking can result in serious health problems for the youth.
2	this is when an addiction to smoking takes hold which often persists throughout adulthood	**2**	Starting to smoke at a young age usually continues into adulthood.
3	Half of them will ultimately die from their habit	**3**	Half of the youth that smoke will die as a result of their habit.

4	early age are more likely to develop an addiction to nicotine	**4**	The younger a person starts smoking, the more likely he/she can become addicted to nicotine.
5	the most prevalent forms of tobacco used were cigarettes, cigars, and smokeless tobacco.	**5**	There are three mains types of tobacco used by the youth: cigarettes, cigars and smokeless tobacco.
6	young adults have had the highest rates of maternal smoking during pregnancy	**6**	The majority of mothers that smoke during pregnancy are young.
7	prohibited tobacco companies from advertising their products in ways that target youth	**7**	Tobacco companies are not allowed to sell and promote their products to the youth.
8	Exposure to pro-tobacco marketing and media more than doubles the chances of the youth starting tobacco use	**8**	When young people see tobacco being used and promoted in the media, they are more likely to start smoking.

PARAGRAPH-FORM

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

Smoking can result in serious health problems and half of the youth that smoke will die as a result of their habit. The younger a person starts using tobacco like cigarettes, cigars and smokeless tobacco; the more likely he/she can become addicted to nicotine. Young mothers are more likely to smoke during pregnancy. Tobacco companies are not allowed to promote their products to the youth as young people are more likely to start smoking when they see tobacco being used and promoted in the media.

(85 words)

ACTIVITY 3.2 – SUMMARY WRITING

TEXT B

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

Any 7 valid points are to be credited. The summary should be in paragraph form.

NB: Sentences and/or sentence fragments must be coherent.

	QUOTATIONS		OWN WORDS / POINTS
1	the huge environmental footprint of the plastic in which the water is packaged	**1**	The plastic bottles will leave a huge environmental footprint on the earth.
2	bottled water may be no safer or healthier than tap water	**2**	Some bottled water is not healthier or safer than tap water.

3	it is sold for up to 1 000 times the price	**3**	Bottled water is unnecessarily expensive.
4	put severe pressure on recycling plastics	**4**	The plastic bottles put too much pressure on the recycling industry.
5	could lead to landfill sites drowning in mountains of plastic bottles	**5**	This could lead to landfills being filled up to quickly.
6	the industry requires more than 200 million barrels of oil to produce, package and distribute the water	**6**	Bottled water requires a lot of oil during production.
7	nearly all of them will end up in municipal dumps instead of being recycled	**7**	Most bottles end up in municipal dumps instead of being recycled.
8	During the filtration of bottled water, up to seven litres of water is wasted for every three litres bottled	**8**	When bottled water is filtered, a lot of water is wasted.

PARAGRAPH-FORM

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

The plastic bottles will leave a huge environmental footprint on the earth. Some bottled water is not healthier or safer than tap water. Bottled water is unnecessarily expensive. The plastic bottles put too much pressure on the recycling industry.This could lead to landfills being filled up to quickly. Bottled water requires a lot of oil during production. Most bottles end up in municipal dumps instead of being recycled. When bottled water is filtered, a lot of water is wasted.

(80 words)

Marking the summary:

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
- 1-5 quotations: award **1** language mark

NOTE:

- **Format:**
  Even if the summary is presented in the incorrect format, it must be assessed.

- **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 a maximum of 5 words above the stipulated upper limit and ignore the rest of the summary.
  - Summaries that are short but contain all the required main points should not be penalised.

- **Suggested approach to marking the summary:**
  - Mark the summary irrespective of the quotations and/or own words.
  - Determine how many language marks can be awarded.
  - Now consider the number of quotations and deduct from the language marks awarded.

TOTAL 10 MARKS

ACTIVITY 4.1 – COMPREHENSION

COMPREHENSION

READING FOR MEANING AND UNDERSTANDING

1.1. It is a very serious matter✓
that will only get worse / have a greater impact with time. ✓ **(2)**

1.2. Long-term career prospects✓ skills deteriorate✓
become discouraged ✓ remain permanently unemployed✓

[Award 1 mark for each result to a maximum of two marks.] **(2)**

1.3.1. Neither in employment nor in education or training ✓ **(1)**

1.3.2. It was such a problem ✓ that it had its own category/classification ✓

[Credit suitably validated alternative responses.] **(2)**

1.4. Metaphor ✓compares youth unemployment directly to a bomb ✓
because it has not been at its worst yet / it is still going to get even worse.✓

[Credit suitably validated alternative responses.] **(3)**

1.5. Youth wage subsidy✓older, experienced people would get fired ✓
Jobseekerôs allowance ✓ may be abused / discourage actual work
(4)

1.6. If the country, its economy and its workforce are unhappy and not functioning✓
The private sector will not be able to survive and make profit✓ **(2)**

1.7. The youth must use whatever assistance is provided for them.✓
The youth must also actively seek and do work✓

[Credit suitably validated alternative responses.] **(2)**

1.8. Concerned/worried✓because youth unemployment is already bad and seems to be getting worse.✓

[Award 1 mark for identifying the tone.]
[Award 1 mark for reason/motivation.] **(2)**

1.9. Young people aged 16-24 ✓who want to improve their employability. ✓

[Credit suitably validated alternative responses.] **(2)**

1.10. Youth skills development✓✓

[Award 1 mark for only mentioning youth programmes OR skills development.]
[Credit suitably validated alternative responses.] **(2)**

1.11. They are young people aged 16-24 ✓
They look excited / active ✓
Shows what they should/could be ✓

[Award 1 mark for identifying age group.]
[Award 2 marks for suitability.] **(3)**

1.12. **TEXT B –** Offers free courses to youth so they can improve their employability. ✓

TEXT A – offers mainly financial/money to assist unemployed youth.✓

Thus TEXT B will really make young people skilled and motivated to find work in the long term, ✓whereas TEXT A only tries to solve the problem quickly in the short term with money. ✓

[Award 2 marks if only one text is selected and discussed.] **(3)**

[30]

ACTIVITY 4.2 – COMPREHENSION

READING FOR MEANING AND UNDERSTANDING

1.1 Covering and warmth✓
Group identity ✓
Appearance/Image ✓ **(3)**

1.2 If you dress fancy/fashionably, like a birds with fancy feathers✓
then people will assume you are rich/stylish ✓ **(2)**

1.3 They are fake ✓[Anything similar] **(1)**

1.3.1 Want to be seen as rich/wealthy people✓
who can afford name brands/labels✓ **(2)**

1.4 You need to do whatever it takes to look the part ✓
until you have means to truly be the part ✓ [anything similar] **(2)**

1.5 Young people wearing hoodies✓were automatically judged as being trouble.✓ **(2)**

1.6 Yes, clothing is the first thing people see✓so they already decide what type of person you are✓ before they even speak to you or get to know you ✓

OR

No, clothing does not show who you are as a person✓and what skills, capabilities and personality you have✓✓

[Credit suitably validated alternative responses.] **(3)**

1.7 It would make clothing more affordable.✓

People would not be able to judge others on the clothing they wore✓
Everyone would be equal ✓

[Credit suitably validated alternative responses.] **(3)**

1.8. Concerned/worried✓because they feel people should change their attitude towards clothes and the judgements they make ✓

[Award 1 mark for identifying the tone.]
[Award 1 mark for reason/motivation.] **(2)**

1.9. Parents✓because they want to dress their children fashionably. ✓

[Credit suitably validated alternative responses.] **(2)**

1.10. The girl ï creates the idea that being popular ña social butterflyò ✓depends on the clothing you wear ✓

The boy ï creates the idea that if you dress ñsmartlyò ✓ then people will view you as intelligent ✓

[Award 1 mark for only mentioningeach stereotyped aspect.]
[Credit suitably validated alternative responses.] **(4)**

1.11. Yes, people are always worried how others view and judge them✓ so they want to wear clothing that will be well received by others (Text A ï paragraph 6).
Similarly, parents want their children to be fashionable and well-liked by other children and parents ✓ so they want to dress their children in a way that has an impact on others ✓
[Award 2 marks if only one text is selected and discussed.]
[Credit suitably validated alternative responses.] **(4)**

[30]

ACTIVITY 5.1 – CONTEXTUAL EDITING

5.1. are - **<u>is</u>**✓ **(1)**

5.2. slowing / lessening / reducing✓

[Credit cogent alternative responsesthat are grammatically correct.] **(1)**

5.3. Babys - **<u>Babies</u>**✓ **(1)**

5.4. Join a prefix / aid pronunciation✓ **(1)**

5.5. ñpreòmeans ñbeforeò✓ **(1)**

5.6. Possession✓ **(1)**

5.7. Additional information. ✓ **(1)**

5.8. Clause✓ as it contains a finite verb and a subject ✓ **(2)**

5.9. discourage / dishearten / dampen

[Credit cogent alternative responses that are grammatically correct.] **(1)**

[10]

ACTIVITY 5.2 – CONTEXTUAL EDITING

5.1 prolong - **prolongs**✓ **(1)**

5.2 possession✓ **(1)**

5.3 recomend - **recommend**✓ **(1)**

5.4 compound adjective✓ **(1)**

5.5 ñunò means ñotò✓ **(1)**

5.6 precisely/accurately/specifically ✓ **(1)**

5.7 Introduce a quote. ✓ **(1)**

5.8 widening/broadening ✓ **(1)**

5.9. Clause ✓ because it contains a subject and a finite verb ✓ **(2)**

[10]