



Western Cape
Government

Education

TELEMATIC TEACHING PROJECT 2015

**ENGLISH FIRST ADDITIONAL LANGUAGE
GRADE 12**

LEARNER RESOURCE

PART 1

Presenters: Shelva Willoughby and Lindsay Van Der Berg

FOREWORD

Dear Grade 12 Learner

Welcome to the Telematics teaching and learning programme of 2012. We want to encourage you to make full use of this additional learning programme by attending all broadcasts, working with the presenters and doing additional work on your own at home. The purpose of the programme is not to replace your teacher. The presenters are expert teachers and have been specially selected. The success of the project and your success will depend on your level of participation and commitment before, during and after each broadcast. A useful site to visit is the Moodle website. There are a number of interactive activities to help you. Ask your teacher to show you how to log in.

Refer to the next page for the broadcast schedule.

Please bring the following to each broadcast:

- A note book and pen / pencil
- This learner resource booklet
- Your literature study texts when needed: poetry / drama / novel
- Your text book when needed for specific broadcasts

The following lessons had been broadcasted in 2012 and 2013 and have been recorded on DVD. Although they are targeted specifically at FAL level the content may be used to upskill learners struggling with a few of the language sections. These DVDs are available for learners and teachers from: EDUMEDIA (WCED)

3 Station Road, Mowbray
P O Box 13266, Mowbray, 7705
Tel: 021 – 689 9536 Fax: 021 – 685 7421
E-mail: edumedia@pgwc.gov.za

LESSONS:

DVD	Content Covered
DVD 1	2012 Telematics Grade 12 English FAL Disc 1 Paper 3 – Essays and Transactional Writing; Paper 1 – Comprehension and Language structures; Paper 2 – Exam prep – answering techniques
DVD 1	2013 Telematics Grade 12 English First Add. Lang. – Disc 1 Paper 3 – Punctuation • Parts of Speech • Direct and Indirect Speech
DVD 2	2013 Telematics Grade 12 English First Add. Lang. – Disc 2 Active and Passive Voice • Concord
DVD 3	2013 Telematics Grade 12 English First Add. Lang. – Disc 3 Session 1: Past Tense • Session 2 & 3: Visual Literacy – Advertisements & Cartoons

I wish you well with your preparation for the examination. Success is within your grasp if you believe in yourself, apply your mind and work hard consistently.

F. Haffejee

SENIOR CURRICULUM PLANNER: ENGLISH

DATE: January 2015

PROGRAMME FOR 2015

ENGLISH PRESENTATIONS

DAY	DATE	TIME	TOPIC
Monday	05/03/2015	15h00-16h00	Paper 1 – Comprehension and Summary skills
Monday	13/04/2015	15h00-16h00	Paper 1 – Visual Literacy skills
Thursday	04/06/2015	15h00-16h00	Paper 2 - Literature
Monday	24/08/2015	15h00-16h00	Paper 2 - Literature

TELEMATICS – SESSION 1 - 2015

English First Additional Language - Paper 1 Exam Strategies

Paper 1 – Section A (Comprehension)

HOW TO TACKLE A COMPREHENSION TASK:

1. FORMAT:

- **The format of the comprehension is two texts;**
 - Text A (Prose): Marks: 24
 - 600–700 words
 - Text B (Visual): Marks: 6
 - There will be 1 open-ended question in this section.
 - Only 1 multiple-choice question

2. TIME AND MARK ALLOCATIONS:

- Question 1 in your English First Additional Language Paper 1 will take the form of a Comprehension worth 30 marks.
- The length of each answer must be determined by the mark allocated to each question.
- Generally the rule of “one fact / point = 1 mark” would apply. Therefore, if a question is worth only 2 marks, do not write a whole paragraph. An answer to a question that is worth 2 marks should be no longer than two to three lines.
- Do not spend more than 50 minutes on this question.

REMEMBER:

- Always read all instructions carefully and follow them.
- A comprehension tests your ability to understand what is being said in the TEXT.
- The questions will assess whether you understand what you are reading.
- **Most of the questions** will ask you for answers that you will find in the text itself. It is, therefore important that you answer questions based on information in the passage and not according to your own ideas or what you already know about the subject.

- **Some questions** might ask you to draw your own conclusions or give your own opinions. Whenever you are asked to do so, always try to link your answer to the passage or give a reason for the statement that you have made.
 - HIGHER ORDER QUESTIONS
 - These types of questions test your UNDERSTANDING of what is essential theme, intention and ‘what the passage is actually about’;
 - The instruction word in these types of questions are:
 - Explain why/how/the meaning;
 - Discuss
 - Give reasons why
 - Fully explain how
 - Why does the artist show
 - Do you think
- Answer the questions in full sentences, unless you are instructed to do something else.
- However, keep your answers brief, clear and meaningful.
- Do not copy from the passage unless you are asked to quote.
- Where you are told to quote, make sure that you quote correctly- with quotation marks. **There is no excuse for misspelling words that are in the text in front of you!**
- Correct spelling, accurate punctuation and correct grammar usage are essential for comprehension answers that are successful.
- Avoid slang like “cos”, “ain’t”, “cool” and abbreviations like “etc.”
- **DO NOT USE SMS LANGUAGE:** “u”, “thanx”, “lol”, etc.
- You may know the meanings of words used in the passage, but be aware that the meanings may change – depending on how the words are used in the passage.
- A comprehension passage could also be called an “extract” or a “text”.
- Leave a line open after each answer.
- Number your answers correctly.

3. STEPS TO FOLLOW:

- **Skim the text** to identify its main ideas. *We skim by reading the title, introduction, first paragraph and the introductory sentences in each of the subsequent paragraphs*
[Do not waste time by reading the questions first because you will only be able to find the answers after you have read the passage.]
- Then **read the text for the second time – slowly and carefully** this time.
- **Now read the full set of questions** to get an idea of what you need to find in the text.
- You should be able to **scan the text** fairly quickly again to find the answers to simpler questions that as for: who, what, when and why.
- **Work through the set of comprehension question** and **reread the relevant part of the passage** to find the answers.
- Before writing down the answer, **reread the instruction** in the question to make sure that you will **answer in the correct manner**.
- Each time you look at a new question, ask yourself: **“What does this question /instruction want me to do?”** Ask and answer this question for yourself *before* putting pen to paper.
- Once you have answered all the questions, check your work for any errors.

INSTRUCTIONS OFTEN USED IN EXAMINATIONS:

Instruction Word/s	Action
<i>compare</i>	say what the similarities are
<i>consecutive words</i>	find words that follow each other in text / passage
<i>contrast</i>	say what the differences are
<i>describe</i>	say what something is like; give the meaning
<i>discuss</i>	show both sides; compare and contrast
<i>explain</i>	show / make clear / give reasons for
<i>identify</i>	find and then name / say
<i>illustrate</i>	show by giving an example
<i>indicate</i>	say or show something
<i>list</i>	name; write points one below the other;
<i>mention</i>	state briefly; no detail needed
<i>name</i>	write down the nouns; do not discuss
<i>own words</i>	do not copy words from the passage / express in other words; use synonyms
<i>paraphrase</i>	restate what is in passage using own words
<i>quote</i>	copy exact words from passage; correct spelling and punctuation; use quotation marks
<i>separate words</i>	find words that do not follow each other in passage / are not linked
<i>state</i>	say
<i>suggest</i>	give an idea, reason, or example
<i>summarise</i>	give only important fact/s; no detail; keep your answer short

SECTION A: COMPREHENSION

QUESTION 1

Read BOTH TEXT A and TEXT B and answer the set questions.

TEXT A

PHELOPHEPA – SOUTH AFRICA'S TRAIN OF HOPE

- 1 In the rural communities of countries with limited resources, health care clinics are often scarce. Many people have to travel long distances to access even the most basic health care for themselves and their families.
- 2 Transnet Limited, South Africa's biggest state-owned freight transportation and logistics company, saw the need to provide access to basic health care services. In 1993, they provided three coaches to be used as a clinic that travelled across the country offering only eye care to rural communities. On one of her trips on the "Eye Train", Dr Lynette Coetzee, head of Transnet's Social Corporate Investment Department, saw more than 2 000 people waiting for hours to receive glasses. She then decided that what was needed was a fully-fledged hospital train and convinced her boss to invest millions in the Phelophepa project. 5 10
- 3 The name Phelophepa is derived from Sesotho and Setswana meaning 'good, clean health'. It began operating as a full-scale mobile primary health care clinic in 1994. Phelophepa is owned and operated by Transnet and brings together many diverse stakeholders from the private and public sectors. 15
- 4 One of its kind in the world, the Phelophepa Hospital train has 18 coaches and a dedicated staff of passionate professionals. The health care staff includes close to 40 student volunteers preparing for careers in a variety of health-related fields. For two decades now, the train has helped over 5,5 million people. 20
- 5 Phelophepa provides facilities to conduct general health, dental and eye checks and to dispense medicines for diagnosed conditions. In addition to these essential health services, individual counselling sessions and group workshops are offered. These workshops help people to cope with mental issues such as stress and depression. 25
- 6 South Africa's second state-of-the-art clinic on wheels, Phelophepa II, hit the tracks in 2012, equipped with the latest medical and information technology. The second train operates simultaneously with Phelophepa I. With the introduction of Phelophepa II, Transnet has more than doubled the number of people who benefit from the facility. An estimated 375 000 people now receive vital health care annually. 30

7	The trains currently travel 38 weeks a year and are only able to visit most of the communities on their route once. It is therefore important that the positive effects of the trains last for much longer than the week for which they stop at each station. As a result, there is a strong emphasis on education and empowerment in all of Phelophepa's activities.	35
8	Phelophepa I and II are giving more people an opportunity to live healthy, quality lives. Whole communities welcome the train as though it is an old, familiar and trusted family friend. Every year the Phelophepa eye clinic dispenses thousands of pairs of glasses to adults and children at a nominal cost.	40
9	Dr Lynette Coetzee remembers when an 87-year-old grandmother from KwaZulu-Natal visited the mobile clinic. The grandmother was hoping to receive a pair of glasses so she could see the letters in her Bible, even though she was unable to read. Her eyes were tested, the glasses were made, and a young optometry student fitted them carefully on her face. 'You look beautiful in these,' he told the grandmother. She sat in silence for a while, and then she started crying. The student was worried that there was something wrong with the glasses, but the woman was only crying because she was happy. She was able to see the world clearly for the first time in years.	45 50
10	As a driving force of Phelophepa, Dr Lynette Coetzee says, 'The health services that we offer on board the train are only part of the story. The broader mission of Phelophepa is that its message and its good work will continue, that healthy individuals will build healthy families and communities, and that healthy communities will build a healthy nation.'	55

[Adapted from www.roche.com/phelophepha and www.trainofhope.org]

NOTE:

- Answer ALL the questions in your OWN WORDS.
- For one-word answers, write only the question number and the word.
- For multiple-choice questions, write only the question number and the letter (A–D) of the correct answer.

1.1 Refer to paragraph 1.

Give TWO reasons why it is difficult for people in rural areas to get health care easily. (2)

1.2 Refer to paragraph 2.

How did Transnet first try to provide basic health care? (2)

1.3 Explain why the train is named Phelophepa. (2)

- 1.4 Refer to paragraph 4.
- Apart from providing primary health care, **how does** the Phelophepa project contribute to youth development? (2)
- 1.5 Refer to paragraph 6.
- 1.5.1 Choose the correct answer to complete the following sentence.
- In the context of the passage, the term 'state-of-the-art' (line 28) means ...
- A technologically advanced.
B highly creative.
C famous artworks.
D visually appealing. (1)
- 1.5.2 **Explain the meaning of the expression** 'hit the tracks' (lines 28–29) AND say why it is suitable in this passage. (2)
- 1.5.3 State TWO ways in which Phelophepa II has improved health care in South Africa. (2)
- 1.6 **Give THREE reasons why** the communities regard the train as 'an old, familiar and trusted family friend' (lines 40–41). (3)
- 1.7 Refer to paragraph 9.
- 1.7.1 **Give TWO reasons why** the writer decided to include the story of the grandmother. (2)
- 1.7.2 **How does** the story of the grandmother make you feel? **Explain the reason for your answer.** (2)
- 1.8 In the title of the passage, Phelophepa is called 'South Africa's Train of Hope'.
- Fully explain how** the train brings hope to South Africa. (2)
- 1.9 In your view, how can the services offered by Phelophepa be improved? **State TWO points.** (2)

TEXT B

**According to Statistics South Africa,
South Africans spend:**

- Almost 4 times more on alcohol than on health care
- Over 1,5 times more on clothes than on education

Illustration 1

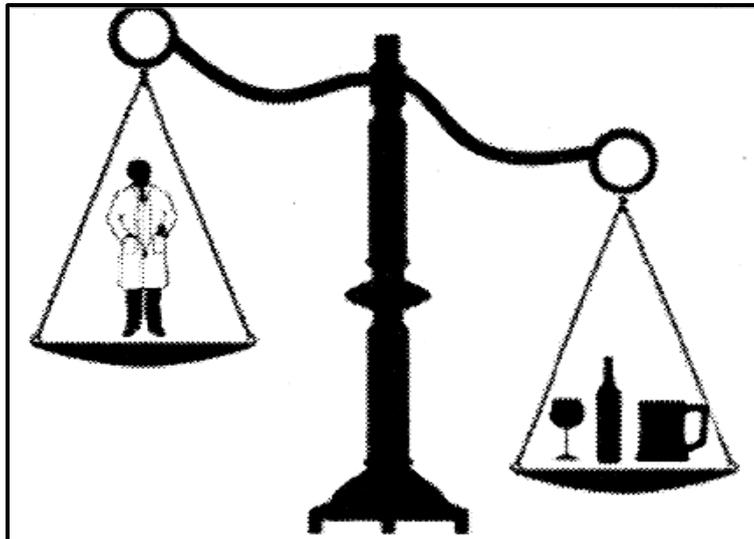
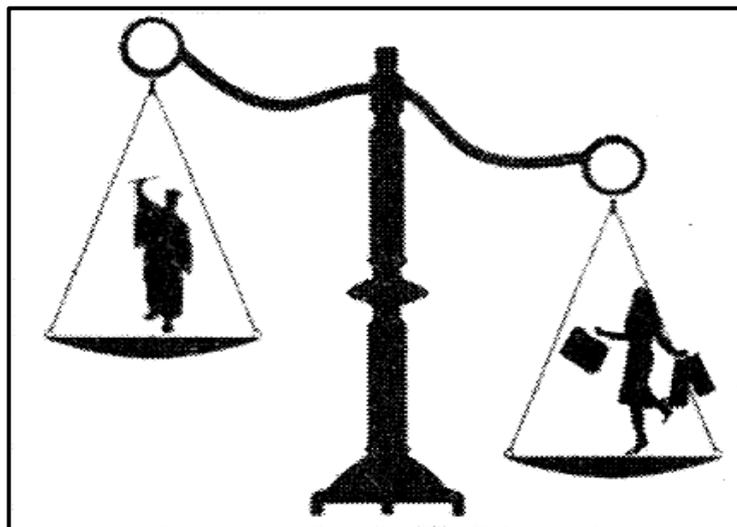


Illustration 2



[Source: *The Star: Business Report*, 6 October 2013]

NOTE: Answer ALL the questions in your OWN WORDS.

- 1.10 Refer to both illustrations (TEXT B). What does each of the following pictures represent?
- 1.10.1 The man wearing the white coat (Illustration 1) (1)
- 1.10.2 The lady holding the bags (Illustration 2) (1)
- 1.11 **Why does the artist show** one side of the scale as higher than the other in each of the illustrations? (2)
- 1.12 The artist has used scales to convey information on household spending. **Do you think** it would have been more effective to use statistics (numbers) rather than the illustrations of the scales? Discuss your view. (2)

TOTAL SECTION A: 30

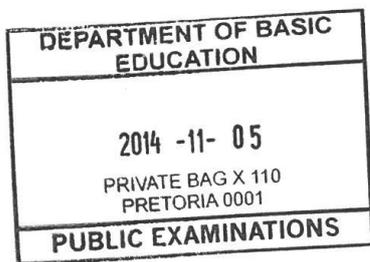
Taken from the November 2014 English FAL Paper 1

INSTRUCTIONS TO MARKERS

1. Candidates are required to answer ALL the questions.
2. This memorandum has been finalised at a memorandum discussion session at DBE at which all provinces were represented. Any omissions or queries should be referred to Chief Markers/analytical Moderators/Internal Moderators at marking centres. All protocol must be followed.
3. Candidates' responses should be assessed as objectively as possible.

Marking the Comprehension

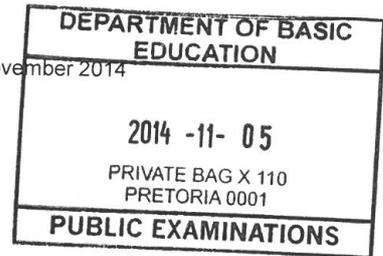
- Because the focus is on understanding, incorrect spelling and language errors in responses should not be penalised unless such errors change the meaning/understanding. (Errors must still be indicated.)
- If a candidate uses words from a language other than the one being examined, disregard those words, 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.
- 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 with the correct answer AND/OR the answer written out in full.



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SECTION A: COMPREHENSION

QUESTION 1

- 1.1 There are not many facilities available/People do not have enough money. ✓
They do not have transport. ✓
Clinics and healthcare centres are far away. ✓
- NOTE:** Accept any TWO of the above answers. (2)
- 1.2 They provided three coaches ✓ to be used as an eye clinic. ✓ (2)
- 1.3 The (Sesotho and Setswana) word means 'good, clean health'. ✓
Good, clean health is what the train provides. ✓/The trains go around
providing healthcare ✓and educating people about diseases. ✓
- NOTE:** Accept any TWO of the above answers. (2)
- 1.4 The project uses student volunteers, ✓ providing them with an opportunity to
gain experience in/prepare for their career fields. ✓ (2)
- 1.5 1.5.1 A/technologically advanced ✓ (1)
- 1.5.2 It means that Phelophepa started operating/was launched. ✓It is
suitable because the word 'tracks' is associated with railway lines
and Phelophepa is a train travelling on a track. ✓ (2)
- 1.5.3 It has the latest medical and information technology. ✓
The number of people who receive care/benefit has increased. ✓ (2)
- 1.6 Accept a suitable text-based response, e.g.
- The train has been in operation for 20 years/a long time. ✓
It is no longer a stranger as it visits once a year for a week/ regularly/often. ✓
Communities rely on the train/staff to assist them/people have come to love
the train and its services. ✓ (3)
- 1.7 1.7.1 The writer shows how those in need of health care have benefited
significantly. ✓
The writer shows the positive impact that Phelophepa has had on
communities. ✓
The writer provides a human perspective to the article. ✓
It is a good example of the relationship between the communities
and the staff of Phelophepa. ✓
- NOTE:** Accept any TWO of the above answers. (2)

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1.12 Open-ended. Accept a suitable response, e.g.

Yes.

It is easier to understand numbers than to interpret an illustration./Statistics are more accurate than illustrations.

OR

No.

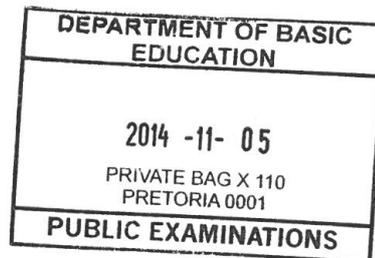
Illustrations attract more people and they are more interesting than numbers/statistics./People tend to pay more attention to illustrations rather than writing/numbers/figures.

NOTE: Do not award a mark for Yes/No only. The above are merely examples. A candidate can score 1 mark for an answer that is not well-substantiated.

(2)

TOTAL SECTION A: 30

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**Western Cape
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TELEMATIC TEACHING PROJECT 2015

ENGLISH FIRST ADDITIONAL LANGUAGE GRADE 12

LEARNER RESOURCE

Terms 2 and 3

Presenters: Shelva Willoughby and Lindsay Van Der Berg

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TELEMATICS – SESSION 2 - 2015

English First Additional Language - Paper 1 Exam Strategies

Visual Literacy Skills

Paper 1 – Questions 3 and 4 [20]:

- Visual Literacy = 25%
 - Advertisement = 10 marks;
 - The Cartoon = 10 marks;
- Spend +/- 20 minutes on this section;
 - 50% = +/- 10 minutes reading and determining what the question demands; and
 - 50% = +/- 10 minutes writing and editing;
 - The above suggestions are for both questions;
- What you see and read will determine what you answer;

WHAT IS VISUAL LITERACY?

Visual – referring to the graphic or the picture in the advertisement/cartoon;

Literacy – referring to the text/words used in the advertisement/cartoon;

- This section and comprehension have the most higher order questions;

The Advertisement:

To Note:

- The target market of the advertiser;
- What is the message in the advertisement?
- How is the message of the advertisement conveyed to the reader/consumer?
- The mark allocation at each of the questions;
- If there is a living being in the photograph, note the body language and how it relates to the text of the advertisement;
- Does the picture support the message of the advertisement? You should be able to explain;
- Learners should determine the intention and theme of the visual literacy.

The Visual Literacy below is taken from English FAL Paper 1 - November 2014

SECTION C: LANGUAGE

QUESTION 3: ANALYSING AN ADVERTISEMENT

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

TEXT D

The advertisement features a smiling woman standing between two white guide dogs. In the top left corner, there is a simple line drawing of a smiling sun. The text 'My friend my eyes my sunshine' is written in a large, bold, sans-serif font in the top right. Below the sun, the text 'R10 will lighten the path.' is written. Further down, the text 'Please SMS 'sunshine' to 38051' is written in a bold, sans-serif font. At the bottom left, there is a small logo of a person walking a dog, with the text 'SOUTH AFRICAN GUIDE-DOGS association for the blind' below it.

[Adapted from *Skyways*, February 2012]

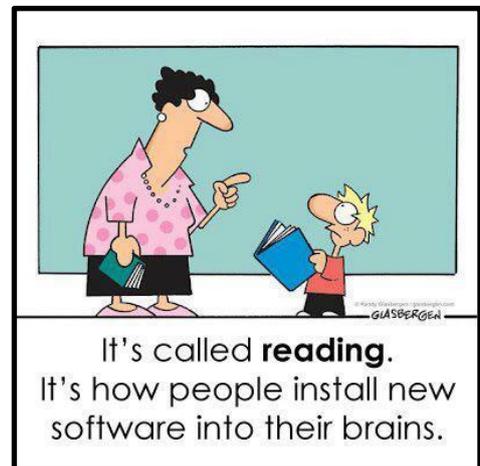
- 3.1 What must the reader do to donate R10 to the 'South African Guide-Dogs Association for the Blind'? (1)
- 3.2 In what TWO ways does the advertiser emphasise the idea of sunshine?
NOTE: In your answer, consider both the picture and the text of the advertisement. (2)
- 3.3 Explain what is meant by the words in bold font: 'My friend, my eyes, my sunshine'. (3)
- 3.4 Whose attention does the advertiser hope to attract with this advertisement? (1)
- 3.5 In your view, does the picture of the woman with the two dogs support the message of the advertisement? Explain fully. (3)

[10]

The Cartoon:

Place yourself in the position of the cartoonist;

- **Skim the text** by looking at:
 - the title of the cartoon;
 - who the cartoonist/s is/are;
 - the characters and
 - the source from which it is taken;
- **Scan the text** by reading every frame;
 - Read the words, facial expressions and every single line in every frame;
 - E.g. movement lines – refer to page frame 2 on page 6;
- Read the questions and note the frame references;
- Underline the instruction words in the questions and
- Note the mark allocations at each of the questions;
- Learners should determine the intention and theme of the visual literacy.



QUESTION 4: ANALYSING A CARTOON

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

TEXT E

MAMA TAXI™

Words by Deni Brown. Pictures by Gavin Thomson.



FRAME 1

FRAME 2

FRAME 3

[Source: *Daily News Tonight*, 16 May 2013]

NOTE: In this cartoon, the taxi driver (wearing the hat) is Mavis and her assistant is Zandi.

4.1 Refer to frame 1

4.1.1 Why does the cartoonist make use of the three dots (ellipsis)? (1)

4.1.2 State TWO visual clues which show that the taxi driver is concentrating on driving (2)

4.2 Refer to frame 2.

Do you think that the cartoonist succeeds in showing that the taxi driver is upset? Discuss your view. (2)

4.3 Refer to frame 3.

Why does the taxi driver's facial expression change? (2)

4.4 Fully explain how the cartoonist creates humour by using a play on words. (3)

[10]

TERMS EXPLAINED...

<ul style="list-style-type: none"> • A drawing or sequence of drawings usually showing a humorous situation. • Cartoons are mostly accompanied by a caption (words) • Cartoonists often try to convey a political message by using caricature or satire. 	<ul style="list-style-type: none"> • A drawing that exaggerates or distorts (make bigger and make funny) a person or a thing to create humour or get a message across. • It often serves a political purpose or it is used to convey a stereotype. 	<ul style="list-style-type: none"> • A generalised and over-simplified picture of a person or group or country. • Stereotypes are often based on people's prejudice or ideas that they normally don't have proof of. • Example: All lawyers tend to be deceitful or devious.
<p>Cartoon</p> 	<p>Caricature</p> 	<p>Stereotype</p> 

CUES TO THE CARTOON

<p>Visual</p>	<ol style="list-style-type: none"> 1. Physical portrayal of characters: Facial expression and body language. Who are the characters? Refer to the eyes, eyebrows, hands, mouth, arms and shoulders. 2. Clothing: What does this reveal about the characters' status, position in society and role in current events? 3. Setting: This can indicate where the event is taking place, or it can convey a particular satirical point. 4. Genre: The political cartoon is a special genre or type of text. It combines visual and verbal aspects. It is recognised by its style of drawing (caricature) and its relevance to current events.
<p>Verbal</p>	<ol style="list-style-type: none"> 5. Words: These are important in creating a specific meaning or conveying an interpretation or message. The words are concise, witty/clever and thought-provoking. We need to think about them. We should consider: headings, captions, slogans, speech bubbles.
<p>Context</p>	<ol style="list-style-type: none"> 6. Socio-political context: Even though the political cartoon provides many clues, it cannot be fully understood unless we know the real-life events on which the cartoon is based. 7. Media context: The publication in which the cartoon appears can give us a clue to the attitude or position of the cartoon, or the opinion conveyed in it. We should ask ourselves, 'Who is presenting the cartoon, and to whom?'

SUGGESTED ANSWERS:

SECTION C: LANGUAGE

NOTE:

- 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.
- Sentence structures must be grammatically correct and given in full sentences/as per instructions.

QUESTION 3: ANALYSING AN ADVERTISEMENT

3.1 SMS/Text 'sunshine' to 38051/the number provided/the South African Guide-Dogs association for the blind. (1)

3.2 Visual: The picture of a sun is provided. ✓
Verbal: The word 'lighten' has been used./The word 'sunshine' is repeated/
'Sunshine' is the keyword of the SMS. ✓ (2)

3.3 A dog is like a 'friend' because it can be trusted/be faithful/loyal to this blind person/ A donor is like a 'friend' because he/she helps the blind. ✓

A dog is like 'eyes' because it guides the blind person wherever she needs to go./ A donor is like 'eyes' because he/she provides the blind with the means to afford/keep a guide dog. ✓

A dog/donor is like 'sunshine' because it/he/she adds brightness/hope/cheer to the blind person's life/is essential/allows her to function in society. ✓

NOTE: Award one mark for each of the three aspects. (3)

3.4 Potential sponsors/donors ✓
People who want to support the blind. ✓
People who are charitable. ✓
People who can afford to make a donation. ✓

NOTE: Accept any ONE of the above answers. (1)

3.5 Open-ended. Accept a suitable response, e.g.

Yes.

The picture suggests/portrays a close/trusting relationship between the blind woman and the dogs. The woman is smiling, suggesting that she is happy to have the dogs guide/lead/assist her. This supports the message that guide dogs play an important role in the lives of blind people.

OR

No.

The picture does not indicate clearly that the two dogs are guide dogs; they could just be the woman's pets. It is also not clear whether the woman is blind or not.

NOTE: Do not award a mark for Yes/No only. The above are merely examples. A candidate can score 1 or 2 marks for an answer that is not well-substantiated.

(3)
[10]

QUESTION 4: ANALYSING A CARTOON

- 4.1 4.1.1 To show that the speaker could not finish her sentence/was interrupted. ✓ (1)
- 4.1.2 The driver's hands are gripping/holding the steering wheel firmly. ✓
Her eyes are wide open. ✓
She is looking straight ahead. ✓
She is leaning forward/hunched. ✓

NOTE: Accept any TWO of the above answers. (2)

- 4.2 Open-ended. Accept a suitable response, e.g.

Yes.

The cartoonist makes use of (repeated) exclamation marks to show that the taxi driver is shouting. ✓ She points/wags her finger at the other woman. ✓ The driver also takes her eyes off the road. ✓ She has taken one of her hands off the steering wheel. ✓ Her mouth is curving downwards. ✓ Her eyebrows are drawn together/frowning. ✓

OR

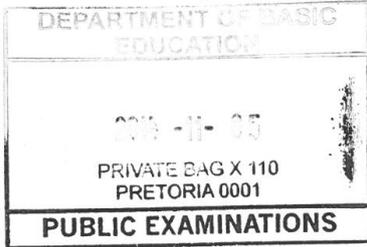
No.

Although the cartoonist has used exclamation marks, it does not mean that the driver is upset. ✓ It could have been used for emphasis. ✓ The driver could have taken her eyes off the road to show that she is paying attention to the other woman. ✓

NOTE: Do not award a mark for Yes/No only. The above are merely examples. A candidate can score 1 mark for an answer that is not well-substantiated. (2)

- 4.3 The driver is embarrassed/feels foolish/realises ✓ that she has misunderstood the woman/misinterpreted the word 'cold'/shouted for nothing/ jumped to a conclusion. ✓ (2)

- 4.4 There is a pun/play on words/ambiguity in the use of the word 'cold'. ✓
Mavis thinks Zandi is referring to being ill ✓ while she is really referring to the cold drink in her hand. ✓ / Mavis thinks Zandi wants time off, ✓ but she is offering her a cold drink. ✓ (3)
[10]



LB g

NZ