



Western Cape
Government

Education

Directorate: Curriculum FET

TELEMATICS 2018

SUBJECT : ENGLISH FAL
Grade : 12

FOREWORD

Dear Grade 12 Learner

Welcome to the Telematics teaching and learning programme of 2018. 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 2017 and have been recorded on DVD. Topics covered in 2017 included: Poetry, My Children, My Africa

EDUMEDIA (WCED)

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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: 17 January 2018

SCHEDULE FOR ENGLISH FIRST ADDITIONAL LANGUAGE – GRADE 12

Tuesday	13 February	16:00 – 17:00	English FAL	Short Stories
Tuesday	17 April	15:00 – 16:00	English FAL	Language

Presenters:

Mr Lindsay Van der Berg

Mrs Michelle Arendse

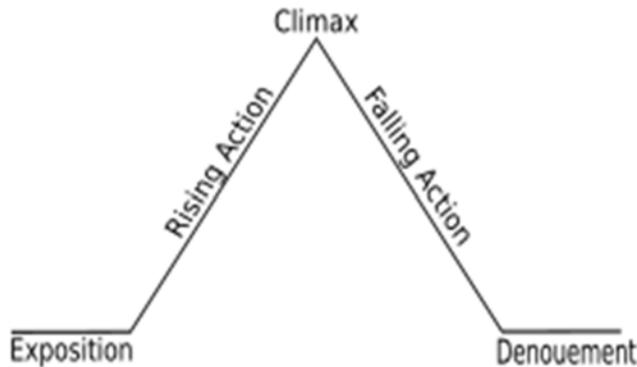
Session 1

FEATURES OF LITERARY GENRES – SHORT STORIES

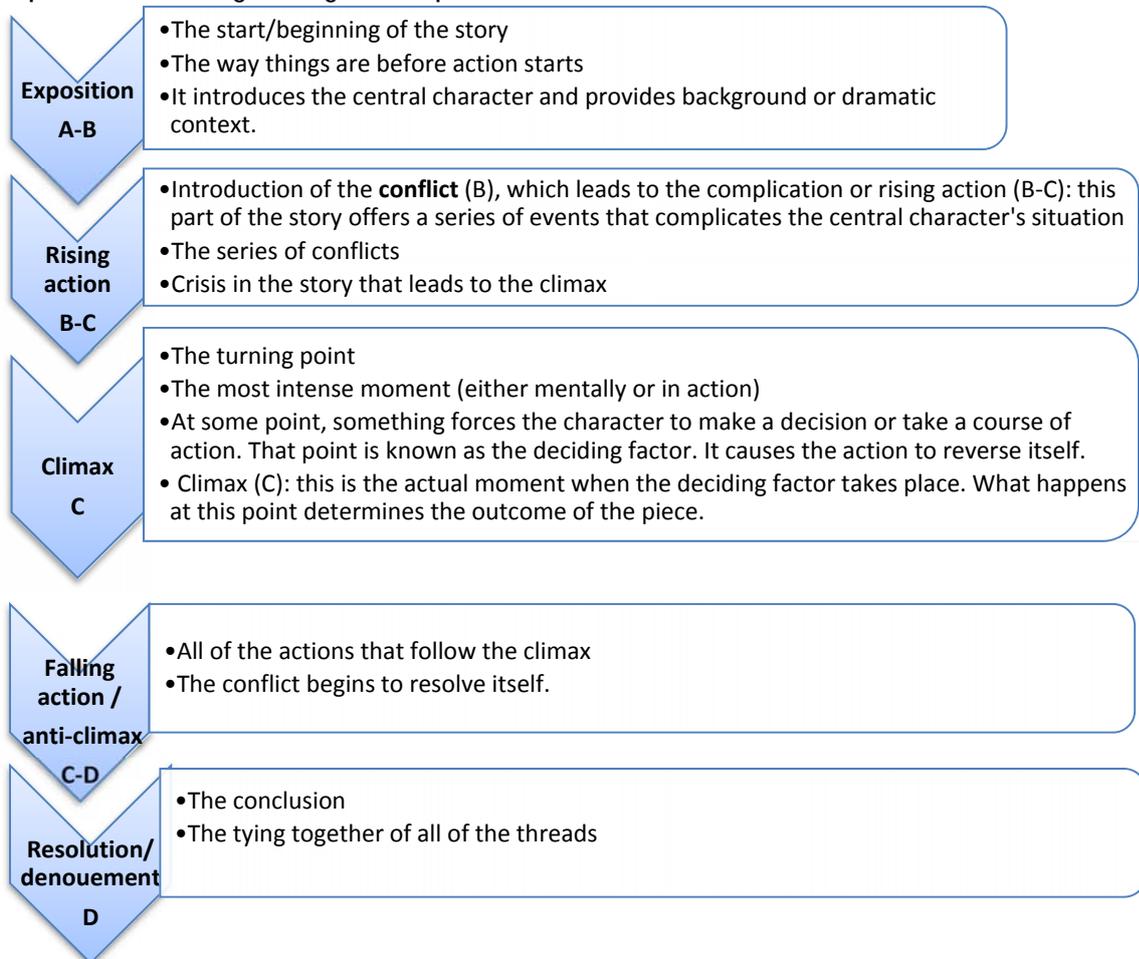


3.1. PLOT AND SUBPLOT

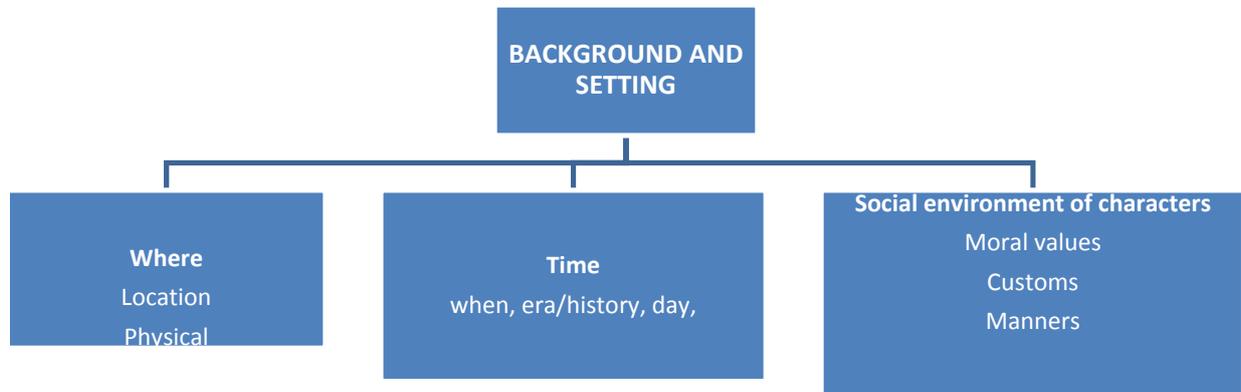
Plot and sub-plot structure/elements (Freitag's triangle)



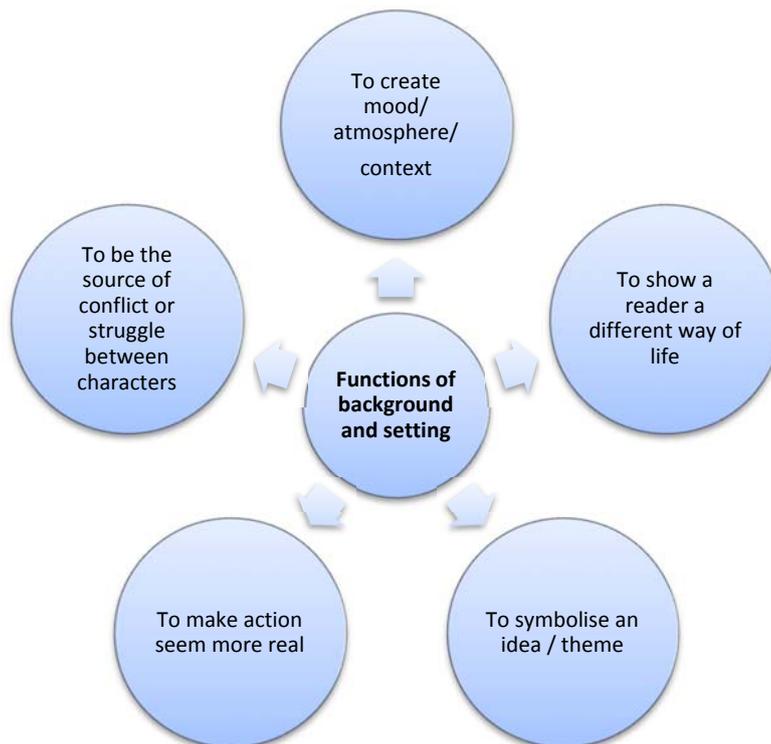
Explanation of Freitag's triangle of the plot structure/elements



3.2 BACKGROUND AND SETTING



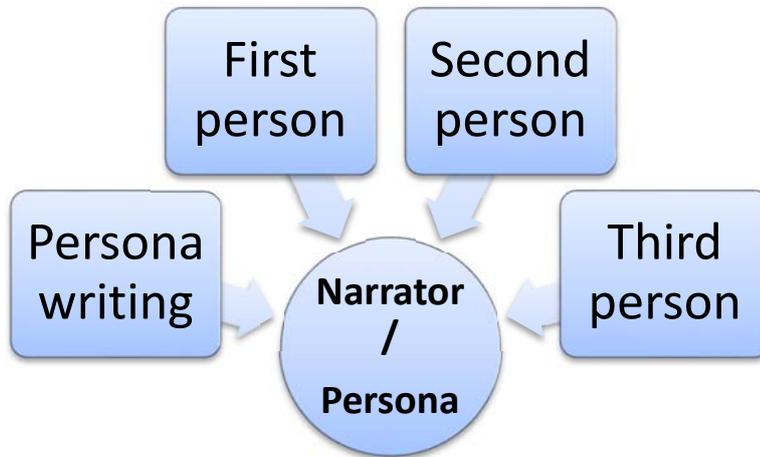
3.2.1 Functions of background and setting



3.2.2 BACKGROUND AND SETTING: EXAMPLES FROM LITERARY GENRES

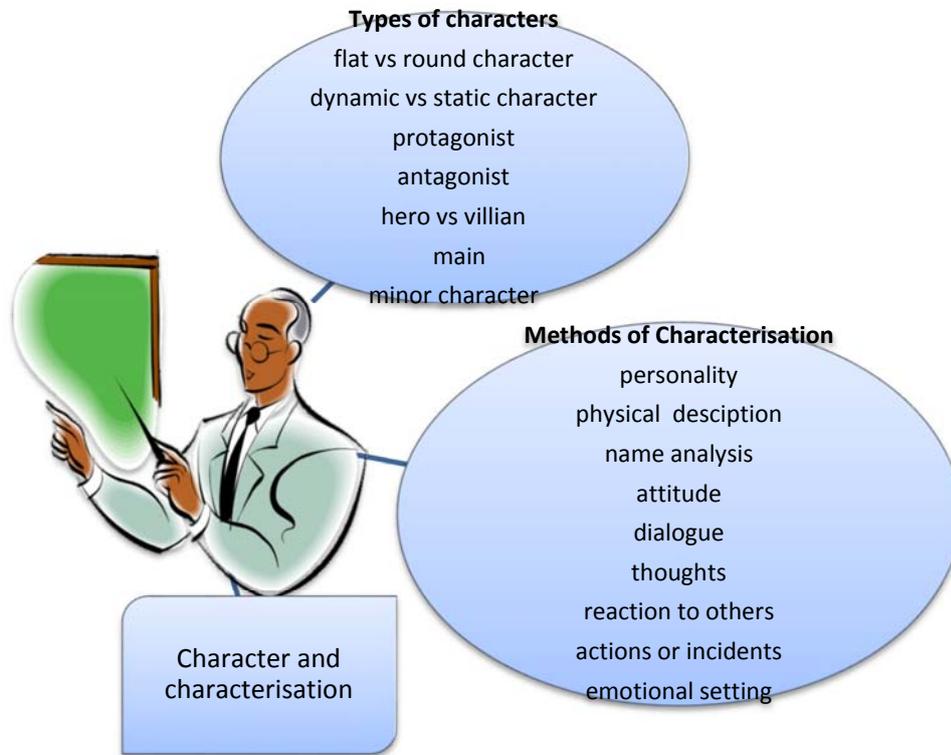
EXPLANATION OF LITERARY FEATURE/ELEMENTS	Examples from drama / short drama/ novel / short novel / short stories / folklore
<ul style="list-style-type: none"> • This is the background of where and when the story takes place to create atmosphere. • It may be in one time, place and social environment or change throughout the story. • The setting is important to understand the theme and the characters • Socio-political and cultural background of texts and author; / different social settings • Context – a text is always used and produced to speak to a specific situation; the context includes the broad and immediate situation including aspects such as social, cultural and political background; the term can also refer to that which precedes or follows a word or text and is essential to its meaning • Setting: The total environment for the action of a fictional work. Setting includes: <ul style="list-style-type: none"> ○ time period (such as the late 1990's) ○ the place (Soweto) ○ the historical milieu (such as during the Post-apartheid era) ○ the social, political and perhaps even spiritual realities ○ The setting is usually established primarily through description, though narration is also used • The atmosphere can influence characters in a ghost story / drama; the living conditions can influence characters in a story about class conflicts or life in prison. 	<p>Provide the setting in the following short stories:</p> <p>A chip of glass ruby by Nadine Gordimer</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Village People by Bessie Head</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Transforming Moments by Gcina Mhlope</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>The new tribe by Buchi Emecheta</p> <p>_____</p> <p>_____</p> <p>_____</p>

3.3 ROLE OF NARRATOR/ PERSONA / POINT OF VIEW



Explanation of literary feature/elements	Examples from drama / short drama/ novel / short novel / short stories / folklore
<p>Narrator / persona: in a literary work, a narrator or speaker presents the work to the reader. The persona may be an active character in the work, or he may be an unidentified narrator or commentator. The persona may or may not represent the views of the author.</p> <p>The author's persona: who the author is; when reading or viewing one gains an impression of the author and his/her intentions or point of view by explaining values, beliefs and experiences</p> <p>Point of view: The author's point of view concentrates on the vantage point of the speaker, or "teller", of the story or poem.</p> <ul style="list-style-type: none"> • 1st person: the speaker is a character in the story or poem and tells it from his/her perspective (uses "I" and is often a character in the story) • 3rd person limited: the speaker is not part of the story, but tells about the other characters but limits information about what one character sees and feels. It is a narrative, in which the narrator refers to characters as 'he', 'she' or 'they' • 3rd person omniscient: the speaker is not part of the story, but is able to "know" and describe what all characters are thinking 	<p>Identify the type of narrator used in the following short stories:</p> <p>A chip of glass ruby by Nadine Gordimer</p> <p>_____</p> <p>_____</p> <p>Village People by Bessie Head</p> <p>_____</p> <p>_____</p> <p>Transforming Moments by Gcina Mhlope</p> <p>_____</p> <p>_____</p> <p>The new tribe by Buchi Emecheta</p> <p>_____</p> <p>_____</p> <p>Next Door by Kurt Nonnegat</p> <p>_____</p> <p>_____</p>

3.4 CHARACTERS AND CHARACTERISATION



3.4.1 What are characters?

Explanation /definition	Examples from drama / short drama/ novel / short novel / short stories / folklore
<ul style="list-style-type: none"> • The characters are people who act out the plot and who interact with one another within an established setting • May have a large number of characters depending on the length of text. • Always one or a few main characters – most important to the development of the story. • Always a few minor characters – linked to the main characters. • Characters usually develop/change through the story. 	<p>List the major and minor characters in the short stories:</p> <p><i>A chip of glass ruby</i> Main:..... Minor:.....</p> <p><i>Village People</i> Main:..... Minor:.....</p> <p><i>The fur coat</i> Main:..... Minor:.....</p> <p><i>Transforming moments</i> Main:..... Minor:.....</p>

3.4.3 What is characterisation

Explanation /definition	Examples from drama / short drama/ novel / short novel / short stories / folklore Drama / short drama
<ul style="list-style-type: none"> Characterisation is the creation of the image of imaginary persons in drama, narrative poetry, the novel, and the short story. Characterization generates plot and is revealed through 8 method such as physical description, name analysis, attitude, dialogue, thoughts, reaction of others, actions or incidents, physical or emotional setting By looking at the following 8 methods of analysing a character you can give an in-depth description of the character instead of a flat description that includes only basic information 	<p>2017- A doll's house by Katherine Mansfield</p> <p>How are Mrs Burnell and Mrs Kelvey described in this short story? (4)</p> <p>Give TWO descriptions of EACH character.</p> <p>2017 - The last breath by Sam Kahiga</p> <p>What do the words, 'the angel in her' (line 13) suggest about Eva's character? (2)</p> <p>Total marks for characterisation in 2017 – 6 marks</p>

3.5 THEME AND MESSAGE

Explanation /definition	Examples from drama / short drama/ novel / short novel / short stories / folklore Drama / short drama
<p>Theme and messages</p> <ul style="list-style-type: none"> A central idea or statement that unifies and controls an entire literary work. A theme is the author's way of communicating and sharing ideas, perceptions, and feelings with readers, and it may be directly stated in the book, or it may only be implied. A theme can take the form of a brief and meaningful insight or a comprehensive vision of life; e.g. "Love covers a multitude of wrongs"(message) It may be a single idea such as "deceit" "or "jealousy" 	<p>2017 Theme question</p> <p>The last breath</p> <p>Discuss how the theme of discrimination is evident in this extract. (3)</p>

Possible exam questions may include the following:

Novel / short stories
<ul style="list-style-type: none"> • identify and explain figurative language and rhetorical devices as they appear in different texts, e.g. simile, metaphor, personification, alliteration, onomatopoeia, hyperbole, contrast, irony, sarcasm, anti-climax, symbol, euphemism, pun, understatement • identify and explain writer's / producer's intention • explain choice and effectiveness of how elements support the message / theme. In addition to figures of speech and imagery, elements may include role of the narrator, structural elements, e.g. plot, exposition, rising action, conflict, climax, falling action / anticlimax, denouement/resolution, setting

SECTION C: SHORT STORIES

In this section there are questions set on the following short stories:

- 'THE DOLL'S HOUSE' by Katherine Mansfield
- 'THE LAST BREATH' by Sam Kahiga

QUESTION 5

Read the following extracts from the TWO short stories and answer the questions set on each. The number of marks allocated to each question serves as a guide to the expected length of your answer.

NOTE: Answer the questions set on BOTH extracts, i.e. QUESTION 5.1 AND QUESTION 5.2.

5.1 'THE DOLL'S HOUSE'

EXTRACT I

[Kezia invites the Kelveys to see the doll's house.]

<p>For a moment Lil looked at our Else very doubtfully. But then our Else twitched her skirt again. She started forward. Kezia led the way. Like two little stray cats they followed across the courtyard to where the doll's house stood. 'There it is,' said Kezia.</p> <p>There was a pause. Lil breathed loudly, almost snorted; our Else was still as stone.</p> <p>'I'll open it for you,' said Kezia kindly. She undid the hook and they looked inside.</p> <p>'There's the drawing-room and the dining-room, and that's the —'</p> <p>'Kezia</p> <p>Oh, what a start they gave!</p> <p>'Kezia!</p> <p>It was Aunt Beryl's voice. They turned round. At the back door stood Aunt Beryl, staring as if she couldn't believe what she saw.</p> <p>'How dare you ask the little Kelveys into the courtyard!' said her cold, furious voice. 'You know as well as I do, you're not allowed to talk to them. Run away, children, run away at once. And don't come back again,' said Aunt Beryl. And she stepped into the yard and shooed them out as if they were chickens.</p> <p>'Off you go immediately!' she called, cold and proud.</p> <p>They did not need telling twice. Burning with shame, shrinking together, Lil huddling along like her mother, our Else dazed, somehow they crossed the big courtyard and squeezed through the white gate.</p> <p>'Wicked, disobedient little girl!' said Aunt Beryl bitterly to Kezia, and she slammed the doll's house to.</p>	<p>5</p> <p>10</p> <p>15</p> <p>20</p>
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5.1.1	How are Mrs Burnell and Mrs Kelvey described in this short story? Give TWO descriptions of EACH character.	(4)
5.1.2	Refer to lines 2–3 ('Like two little ... doll's house stood').	
	(a) Identify the figure of speech in this line. (1)	(1)
	(b) Explain why this figure of speech is appropriate	(2)
5.1.3	Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (5.1.3) in the ANSWER BOOK. The item inside the doll's house that both Else and Kezia are fascinated with is the ... A carpet. B hat-stand. C stove. D lamp.	(1)
5.1.4	Give TWO examples from the story to prove that the Kelveys are poor.	(2)
5.1.5	Give TWO possible reasons why Else is 'dazed' in lines 20–22 ('They did not ... the white gate').	(2)
5.1.6	Explain the irony in the words, 'Wicked, disobedient little girl!' (line 23) in the context of the story as a whole	(2)
5.1.7	In your opinion, do the Kelveys contribute to the way in which they are treated by others? Discuss your view.	(3)
	AND	

5.2.	<p>'THE LAST BREATH'</p> <p>EXTRACT J</p> <p>[The narrator and his father drive back home after visiting Eva.]</p>	
	<p>'Now you have seen her. My last word on the subject is this. When I come of age next August I am going to ask Eva to marry me.'</p> <p>'But she is blind ...!'</p> <p>I sank back in my seat. This was hopeless. For how long would Dad keep on beating home the fact? As if it wasn't home already – and what was more, accepted!</p> <p>'Then give her eyes.' My voice was hoarse with anger.</p> <p>A look of surprise momentarily came to Dad's face. Then he looked grim. Though he didn't seem to realise it he increased his speed. I thought I knew what had got hold of Dad, and the thought brought a faint smile on to my lips. Dad was confused and angry with himself for it. He had until now thought Eva as a blind, helpless creature who had stolen my heart. Now he had seen her and perhaps caught a glimpse of the angel in her – and had even seen, perhaps, how very far from helpless Eva was.</p> <p>'What are you going to do?' I asked in a shout, for now the mad roar of the car would have drowned anything less.</p> <p>Dad didn't reply. A terrible cough shook his frame and the car swerved dangerously to the edge of the road.</p> <p>He corrected this (just in time too!) and settled comfortably in his seat.</p>	<p>5</p> <p>10</p> <p>15</p>
5.2.1	Where do the speaker and his father go to see Eva?	(1)
5.2.2	<p>Refer to lines 1–2 ('My last word ... to marry me').</p> <p>(a) Identify the speaker's tone in these lines.</p> <p>(b) Why is the speaker's tone appropriate at this particular stage in the story</p>	<p>(1)</p> <p>(1)</p>
5.2.3	What do the words, 'the angel in her' (line 13) suggest about Eva's character?	(2)
5.2.4	Quote SIX CONSECUTIVE WORDS from this extract that indicate that the speaker's father is ill.	(1)
5.2.5	What does the speaker's father correct in line 19 ('He corrected this ... in his seat')?	(1)

5.2.6	How does the narrator's relationship with his father differ from his relationship with his mother?	(2)
5.2.7	<p>Later in the story, the speaker proposes marriage to Eva.</p> <p>(a) Explain why the following statement is FALSE: The speaker proposes with a diamond ring.</p> <p>(b) What is Eva's response to the speaker's proposal? State TWO points.</p>	<p>(1)</p> <p>(2)</p>
5.2.8	Discuss how the theme of discrimination is evident in this extract.	(3)
5.2.9	5.2.9 Discuss the suitability of the title of the short story, <i>The Last Breath</i> .	(3)

TOTAL SECTION C: 35

Session 2

PREPARING FOR PAPER 1 – LANGUAGE

INSTRUCTIONS AND INFORMATION

1. This question paper consists of THREE sections:

SECTION A:	Comprehension	(30)
SECTION B:	Summary	(10)
SECTION C:	Language	(40)
2. Answer ALL the questions.
3. Read ALL the instructions carefully.
4. Start EACH section on a NEW page.
5. Leave a line after each answer.
6. Number the answers correctly according to the numbering system used in this question paper.
7. For multiple-choice questions, write only the letter (A–D) next to the question number in the ANSWER BOOK.
8. Pay special attention to spelling and sentence construction.
9. Use the following time frame as a guideline:

SECTION A:	50 minutes
SECTION B:	20 minutes
SECTION C:	50 minutes
10. Write neatly and legibly.

The focus for this section will be on questions 3,4

Analysing an Advertisement

QUESTION 3 ADVERTISEMENT

NOTE:

- 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.

Not all advice is good advice.

And it's the results that determine the good from the bad.

That's why, when it comes to planning our families' financial futures, we need to make sure we're getting the right advice.

As a pioneer in the industry, Liberty was one of the first to introduce financial planning tools to South Africa. This means our advisers and brokers have always had the support of a credible source. Ensuring the advice you get delivers the results you expect.

Visit www.liberty.co.za to ask the right people.

 **LIBERTY**
Own your life

Liberty Group Limited is a registered financial services provider in terms of the Financial Services Act, 1998.

That's why when it comes to planning our families' financial futures, we need to make sure we're getting the right advice.

As a pioneer in the industry, liberty was one of the first to introduce financial planning tools to South Africa. This means our advisers and brokers have always had the support of a credible source ensuring the advice you get delivers the results you expect.

Read the advertisement (TEXT D) very carefully and answer the set questions.

- 3.1 Provide the slogan for this advertisement. (1)
- 3.2 Choose the correct answer to complete the following sentence. Write down ONLY the number of the question and the letter of the correct answer.
- Liberty Life is an institution which deals mainly with ...
- A: metal
- B: material
- C: money
- D: medicine. (1)
- 3.3 What does the word 'pioneer' suggest about Liberty Life? (1)
- 3.4 Explain what is meant by 'the advice you get delivers the result you expect'. (2)
- 3.5 What is the purpose of including the website: www.liberty.co.za? (1)
- 3.6 Who/what are 'the right people' the advertisers refer to? (1)
- 3.7 Quote three consecutive words which suggest that Liberty Life can be trusted. (1)
- 3.8 Do you think this advertisement gives a good reflection of Liberty Life?
Provide a reason for your answer. (2)
- (10)

Know these words for advertising

- Target Audience
- Headline
- Imagery/image
- Slogan/logo
- Product
- Target Market
- Brand
- Persuasive techniques

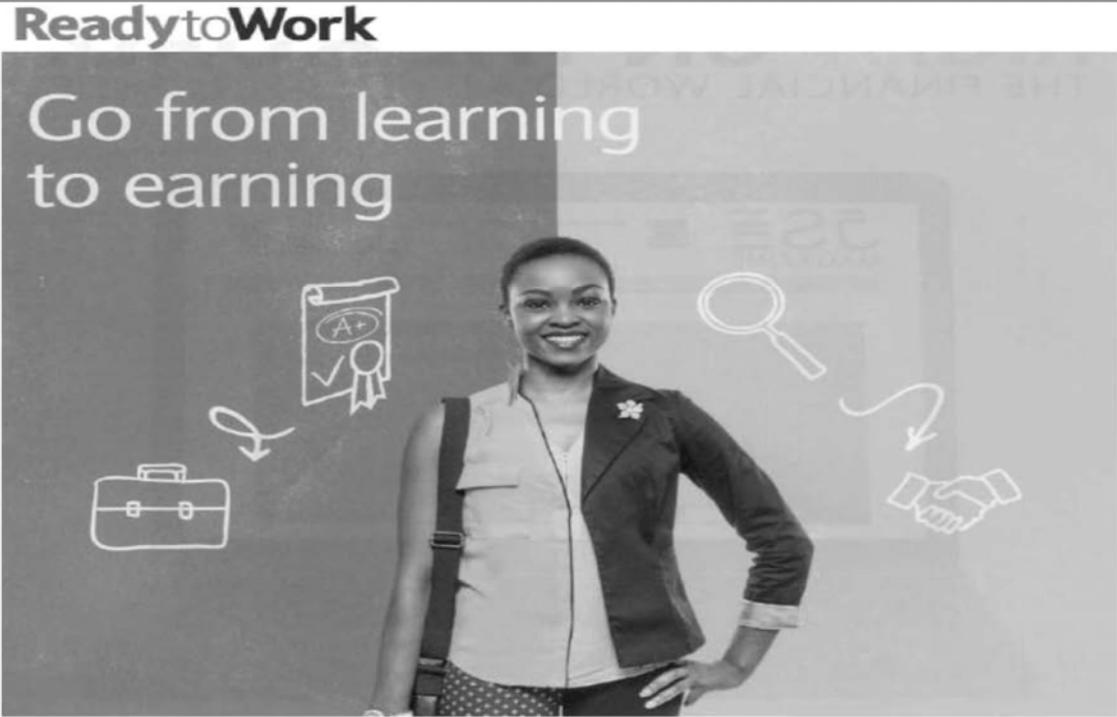
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SECTION C: LANGUAGE

QUESTION 3: ANALYSING AN ADVERTISEMENT

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

TEXT D



ReadytoWork

Go from learning
to earning

ReadytoWork is a free, online, interactive initiative aimed at giving you the essential skills you need to make the critical transition from education into the world of work.

It's been designed to help you prepare for the workplace, manage your money, develop your people skills and even start your own business.

absa.co.za/readytowork

Ready. Set. Go. Prosper.

Member of

 **BARCLAYS**

 **ABSA**

[Adapted from *JSE*, April–June 2016]

- 3.1 What type of online service is being advertised? (1)
- 3.2 Who is the target audience of this advertisement? (1)
- 3.3 Why is 'ReadytoWork' written as one word? (1)
- 3.4 Quote EIGHT consecutive words from the advertisement that support the headline, 'Go from learning to earning'. (1)
- 3.5 Choose ONE word from the advertisement that is a synonym for 'essential'. (1)
- 3.6 How does the appearance of the woman support the message of the advertisement? (3)
- 3.7 Discuss whether the use of the slogan, 'Ready. Set. Go. Prosper.' is effective in this advertisement. (2)

[10]

VISUAL LITERACY (COMIC STRIPS AND CARTOONS)

Learner Note: This section of the curriculum is something that cannot really be studied BUT needs to be practised by doing many questions from old papers. You may also practise your skill of understanding cartoons by trying to analyse a cartoon in a newspaper every day.

SECTION A: TYPICAL EXAM QUESTIONS

Question 1: 10 minutes (Taken from DoE Eng FAL Paper 1, Feb/March 2009))

Study the following comic strip and then answer the questions that follow:



(NOTE: In this cartoon Dagwood, the man with the dog, is confronted by his neighbour.)

- 4.1 Refer to the neighbour's statement in FRAME 1. What do you think Dagwood expects the neighbour to say next? (2)

4.2 Choose the correct answer from the list provided to complete the following sentence:

A jerk is someone who is ... (1)

- (a) foolish
- (b) smart
- (c) aggressive
- (d) playful

4.3 Explain how the neighbour's body language in the second frame conveys his attitude towards Dagwood. (4)

4.4 Do you find Dagwood's comment in FRAME 3 funny? Give a reason for your answer. (3)

Total: 10

HINTS:

When looking at a comic strip or a cartoon, pay attention to the following:

- Body language of characters (How do they use their bodies to convey a certain message: non-verbal communication)
- Gestures (Movement of hands)
- Facial expression (Do they look sad, happy, irritated etc.)
- Verbal communication (What do the characters say?)
- Tone (of voice)
- Setting (What is the background to the pictures)
- Scale (Is one character bigger than the other?)
- Stereotypes and Caricatures (See Additional Information, Section C)
- Speech bubbles (Words of characters)
- Thought bubbles (Thoughts of characters)
- FONT size (size of letters in text)

SECTION B: SOLUTIONS AND HINTS

Question 4

4.1 'I am sorry/I am sorry about what I said to you yesterday/Forgive me for what I said yesterday.' (2)

4.2 A (1)

4.3 His anger towards Dagwood is shown by:

- his leaning forward towards Dagwood;
- his clenched right fist;
- his finger pointing in Dagwood's chest;
- the expression on his face (eyebrows raised, mouth turned downwards).

(NOTE: Award 2 marks each for ANY TWO of the above.) (4)

4.4 Yes. The neighbour who intended apologising to Dagwood insults him further. (3)

OR

4.4 Yes. Dagwood's comment turns the tables on his neighbour – in FRAMES 1 and 2 the neighbour is the aggressor, and in FRAME 3 Dagwood is. (3)

OR

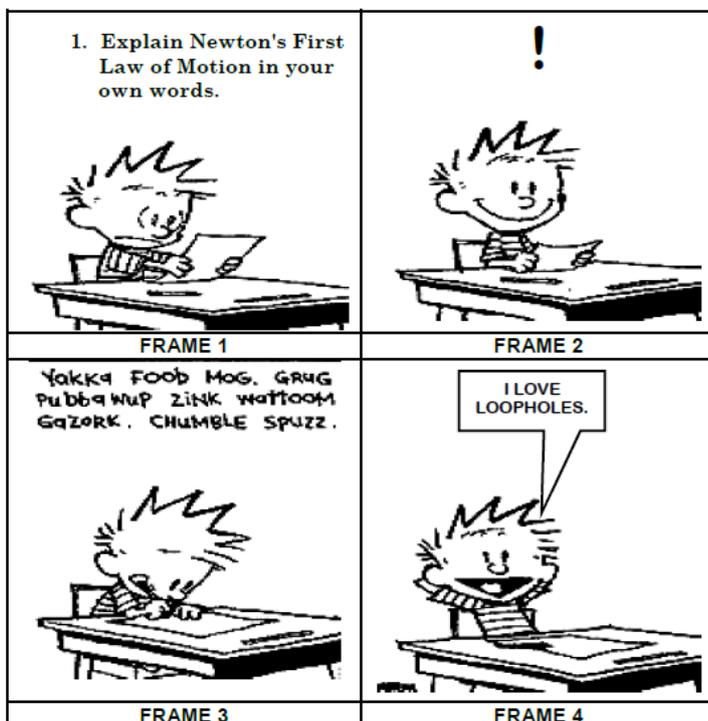
4.4 No. Dagwood should make some attempt to reconcile. (3) Total = [10]

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QUESTION 4: ANALYSING A CARTOON

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

TEXT E CALVIN AND HOBBS



[Source: www.google.com]

- 4.1 Refer to FRAME 1.
- 4.1.1 Give ONE visual clue that indicates that Calvin is worried. (1)
- 4.1.2 Why is Calvin worried? (1)
- 4.1.3 Choose the correct form of the word in brackets to complete the following sentence:
- Calvin is asked to give an (explain).
- A explanatory
 B explaining
 C explained
 D explanation (1)
- 4.2 Give a reason for the use of the exclamation mark in FRAME 2. (1)
- 4.3 Why is Calvin unlikely to obtain any marks for his answer in FRAME 3? (1)
- 4.4 Refer to FRAME 4.
- 4.4.1 Describe Calvin's body language. (2)
- 4.4.2 Explain what his body language suggests about how he feels. (1)
- 4.5 In your opinion, has the cartoonist created humour successfully? Substantiate your answer. (2)
- [10]

Persuasive TECHNIQUES

1. SEE - VISUAL
2. PERSONALLY - DIRECT - US, WE, YOU
3. SAME INTERESTS
4. LITERARY EXPRESSIONS – CLEVER SAYINGS
5. REPETITION
6. RHETORICAL QUESTIONS
7. EMOTIVE ADJECTIVES
8. STYLE – DIRECT/ CASUAL/ ...
9. NUMBERS / DATA and more
10. GUILT (manipulation/ exploitation/ blackmail)

To LEARN it ... do it!