

Telematic Schools Project



ENGLISH FAL WORKBOOK GRADE 12 2022

MONDAY 11 APRIL LITERATURE
WEDNESDAY 24 AUGUST LANGUAGE



ENGLISH FIRST ADDITIONAL LANGUAGE

A joint initiative between the Western Cape Education Department and Stellenbosch University.



Western Cape
Government

Education



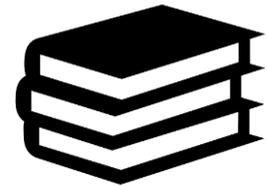
Stellenbosch

UNIVERSITY
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forward together
sonke siya phambili
saam vorentoe

**BROADCAST SESSIONS**

Session	Date	Time	Topic
BROADCAST	11 APRIL 2022	15:00 – 16:00	PAPER 2 LITERATURE
BROADCAST	24 AUGUST 2022	15:00 – 16:00	PAPER 1 LANGUAGE STUDY



Dear Grade 12 learner

What a wonderful year is waiting for the Class of 2022! We are excited that you have reached the final stretch of your school career. You have so many dreams and it is our sincerest wish that you will finish the NSC examinations successfully at the end of the year.

Enrolling on the Telematics programme is part of your success and we know if you diligently follow the broadcasts and study the information, you will reap the reward. There is no secret to success; it is only hard work that will help you to attain the goal.

For many there are extremely challenging circumstances. We also do not know what the future might hold, but as your English team, we assure that you will benefit from it because our aim is to teach and enrich you. We also challenge you to assist one another so that everyone will graduate from school. Let us do this together.

Please come prepared to the above-mentioned broadcasts.

Kind regards
The Telematics Team

**CONTENTS**

1. Welcome to Telematics
2. How to prepare for Paper 2 – Literature
3. The layout of Paper 2
4. Section B: Drama – My Children My Africa
5. Section C: Short Stories
6. Comprehension
7. Advertisement
8. Cartoon
9. Editing



HOW TO PREPARE FOR PAPER 2 - LITERATURE



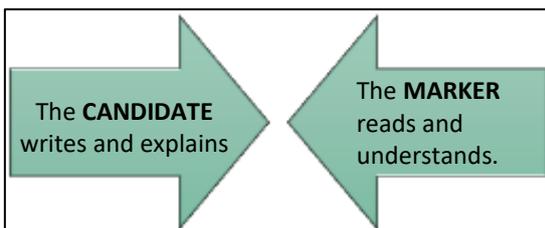
1. Pay attention in class.
2. Read the stories, not a summary of the stories.
3. Make notes, underline, highlight while your teacher explains.
4. Ask questions if you do not understand.
5. Work out old Grade 12 examination papers. They are available at www.dbe.pastpapers.
6. You should know every single little detail of each work you study.
7. Keep a list of the names of all the characters – even if a character only makes one appearance.
8. You should be able to place the extract in context. That means you should know what happens immediately before and after the extract.
9. You should be able to explain, discuss and even give your own view. Therefore, it is incredibly important that you understand the story and that you can refer to other incidents or characters in the story to discuss your opinion.
10. Understand the themes in the story.
11. Be able to discuss the characteristics of a person in the story.
12. When you answer a question, underline the different parts of the question. Often TWO questions are asked in one sentence. You should “unpack” the question. Do not be afraid to answer such a question in more than one sentence.
13. Do not quote unless you are asked to do so. This rarely happens and is usually limited to “quote one word”. Therefore, it is good to use synonyms.
14. Write everything you know. One sentence is often not enough to earn marks.
15. “Talk” to the examiner. He does not know what you think. It should be written down!
16. If you are asked the following: “What do you think of ...” the answer is not about you. The examiner wants to test whether you know the text well enough. You should use your knowledge of the text in your answer. This is called **substantiation**. You should motivate your answer from your knowledge of the novel, drama, story or poem. If you are asked whether you like Thami/John Khumalo/Mr Hyde or not, use examples from your knowledge of the story to motivate/substantiate your answer.

Read all your texts

Make a list of all the characters. Where do they fit into the story / drama?

Do not **QUOTE**.
Use **SYNONYMS**.

Understand the THEMES. Link the plot / story to the themes. Remember to use examples to explain the themes.





THE LAYOUT OF PAPER 2



IN basic education
Department: Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P2
NOVEMBER 2018

MARKS: 70
TIME: 2 hours

This question paper consists of 25 pages.

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INSTRUCTIONS AND INFORMATION
This question paper consists of **FOUR** sections:

SECTION A: Novel (35)
SECTION B: Drama (35)
SECTION C: Short stories (35)
SECTION D: Poetry (35)

Answer TWO QUESTIONS in all, ONE question each from ANY TWO sections.

SECTION A: NOVEL
Answer the question on the novel you have studied.

SECTION B: DRAMA
Answer the question on the drama you have studied.

SECTION C: SHORT STORIES
Answer the questions set on **BOTH** short stories.

SECTION D: POETRY
Answer the questions set on **BOTH** poems.

WHICH QUESTIONS SHOULD I ANSWER?

- Read the **instructions**.
- You can only answer the **genres done at your school**.
- **SECTION A: NOVEL** (*Cry the Beloved Country* or *Dr Jekyll and Mr Hyde*)
If you studied the novel: Answer the question on the novel you have studied.
- **SECTION B: DRAMA** (*Macbeth* or *My Children My Africa*)
If you studied the drama: Answer the question on the drama you have studied.
- **SECTION C: SHORT STORIES**
If you studied the short stories: Answer the questions set on BOTH short stories.
- **SECTION D: POETRY**
If you studied poetry: Answer the questions set on BOTH poems.

LOOK AT THE TABLE BELOW

- Tick (✓) the **TWO** questions you have done at **your school**.
- You should do **TWO** questions on the genre you studied. (17+18=35)
- You should do **TWO** genres. (35+35=70)



SECTIONS	QUESTIONS NUMBERS	Number of questions to be answered	✓ Tick
A: NOVEL	1 & 2	1 (35 marks)	
B: DRAMA	3 & 4	1 (35 marks)	✓
C: SHORT STORIES	5	1 (35 marks)	✓
D: POETRY	6	1 (35 marks)	



SECTION B: DRAMA
QUESTION 4: MY CHILDREN MY AFRICA

Read the extract from the play below 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 4.1 and QUESTION 4.2.

4.1 EXTRACT G

[Thami and Isabel discuss school matters.]

THAMI:	It's not as simple as passing exams, Isabel. School doesn't mean the same to us that it does to you.	
ISABEL:	Go on.	
THAMI:	I used to like it. Junior school? You should have seen me. I wanted them to have school on Saturdays and Sunday as well. Yes, I did. Other boys wanted to kill me. I hated the holidays.	5
ISABEL:	So what changed?	
THAMI:	I changed.	
ISABEL:	Ja, I'm listening.	
THAMI:	[A shrug] That's all. I changed. Things changed. Everything changed.	10
ISABEL:	[Realising she is not going to get more out of him.] Only five months to go.	
THAMI:	I'm counting.	
ISABEL:	What then?	
THAMI:	After school? [Another shrug] I don't know yet. Do you?	
ISABEL:	Ja. Rhodes University. I want to study Journalism.	15
THAMI:	Newspaper reporter.	
ISABEL:	And radio, TV. It's a very wide field now. You can specialise in all sorts of things. [Perplexed] Don't you want to study further, Thami?	
THAMI:	I told you, I'm not sure about anything yet.	
ISABEL:	What does Mr M say?	20
THAMI:	It's got nothing to do with him.	
ISABEL:	But you are his favourite, aren't you? [Non-committal shrug from Thami] I bet you are. And I also bet you anything you like that he's got a career planned out for you.	
THAMI:	[Sharply] What I do with my life has nothing to do with him.	25
ISABEL:	Sorry.	
THAMI:	I don't listen to what he says and I don't do what he says.	

[Act 1 Scene 1]

4.1.1 Choose the correct description from COLUMN B that matches the name in COLUMN A. Write only the letter next to the question number.

COLUMN A	COLUMN B
(a) Mr Pienaar (b) Mr Dyson (c) Mrs Magada (d) Miss Brockway	A Choir conductor B Principal of Camdeboo Girls' High C Chemist from Camdebo D Thami's father E Mayor of the town

(4X1) (4)



[CONT] - QUESTION 4: MY CHILDREN MY AFRICA

- 4.1.2 Refer to lines 1-2 ('School doesn't mean...does to you'). What does Thami **imply** in these lines? (2)
- 4.1.3 Explain **why** the following statement is **FALSE**. The other boys wanted to kill Thami because he is a sell-out. (1)
- 4.1.4 Explain the **irony** in line 10 ('...I changes. Things changed. Everything changed'). (2)
- 4.1.5 Refer to line 21 (It's got nothing to do with him'). If you were the **stage director** what would you ask **Thami to do** while saying these words? State **TWO** points. (2)
- 4.1.6 Choose the **correct letter** to answer the following question. Write only the letter (A-D) next to the question number. How does Thami feel about Mr M at this point in the play?
 A Thami feels grateful.
 B Thami feels confused.
 C Thami is angry.
 D Thami admires him. (1)



Education is one of the **themes** of the play.

TAKE NOTE: The highlighted text refers to the most important part of the question. That is what you need to focus on when answering the question.



WRITE: Write your answer in clearly expressed language. Do not quote. Use synonyms. Talk to your reader / marker by using full sentences. Write more than one sentence UNLESS otherwise stated.

Link to Arts Cape presentation:
<https://youtu.be/7RxJ1Nhlags>
<https://youtu.be/QjTMkgtu33I>



<p>4.1.1 E; (b) C; (c) A; (d) B</p>	<p>4.1.2 Thami-uncertain future; no university possibility. Isabel-can go and study</p>	<p>4.1.3 They wanted to kill Thami because he loved school OR They wanted to kill Mr M and not Thami.</p>	<p>4.1.4 IRONY (Always TWO opposing facts) Thami used to love school and he wanted to attend school over weekends BUT now he sees it as a trap.</p>
<p>4.1.5. It has to be an ACTION and match his words and emotions. Shrug his shoulders. Wag his finger at Isabel. Hit the table. Stomp his foot.</p>	<p>4.1.6 C</p>	<p>4.1.7 Your answer should have enough examples from the whole drama. Refer to instances where Mr M shows how important education/teaching is for him. Do not just retell story. Explain each time how it is relevant to the theme.</p>	
<p>4.1.8 What does defying mean? Going against Mr M! Now you have to write: Yes, Thami is justified in defying Mr M. Then you give examples from the text where he feels Mr M regards him as a child. Give examples where Mr M does not accept his views. Mention what they argue about. OR... No, Thami is not justified in defying Mr M. Give examples how Thami is rude to Mr M. Mention that Thami is disrespectful with examples of that. Say that Thami does not appreciate Mr M and mention examples. CAREFUL: EXPLAIN your examples, remembering the question the whole time.</p>			



SECTION C: SHORT STORIES
EXPLAIN PLOT, CHARACTERISATION & THEMES

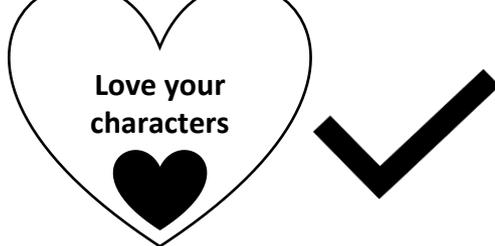
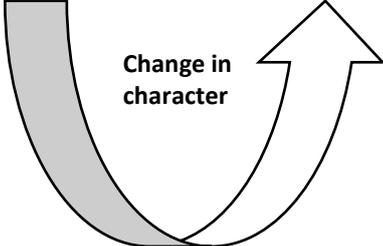
A CHIP OF GLASS RUBY by Nadine Gordimer		
PLOT	CHARACTERS	THEMES
<p>An Indian-African Muslim woman, Zanip Bamjee, wants to make a difference in Apartheid South Africa. She lives with her nine children and husband, Yusuf Bamjee in a poor neighbourhood. As a political activist she feels obligated to help the Blacks who suffer under the Nationalist government and pass laws. She prints leaflets. Her husband warns her against her involvement but she continuous. She is arrested one night. Her husband feels sorry for himself and is furious at her. Her two eldest children, Girlie and Jimmy, understand her actions</p>	<ul style="list-style-type: none"> ▪ Mrs Zanip Bamjee Fulfils her duties as mother and wife. Cares for family and the underprivileged. A political activist. Prints anti-government leaflets. Selfless, caring. ▪ Mr Yusuf Bamjee Character that changes most. Food and vegetable vendor. Does not understand wife’s involvement in Black politics and resistant campaign. Racist. Egotist – loves himself. Changes when he realizes his wife’s worth. ▪ Jimmy Mrs Bamjee’s son from her first marriage. Feels the same about politics as his mother. Helpful. ▪ Girlie Mrs Bamjee’s pregnant daughter. She has same political views as her mother. Tells Mr Bamjee his wife remembered his birthday. 	<div style="display: flex; justify-content: center; align-items: center; gap: 20px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p style="margin: 0;">FAMILY ORIENTED</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p style="margin: 0;">POLITICAL ACTIVIST</p> </div> </div> <ul style="list-style-type: none"> ▪ Sacrifice ▪ Conflict ▪ Justice / injustice ▪ Family values ▪ Racism ▪ Political activism <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin-top: 20px; width: fit-content; margin-left: auto; margin-right: auto;"> <p style="text-align: center;">Discuss themes by referring to examples from story.</p> </div>
VILLAGE PEOPLE by Bessie Head		
PLOT	CHARACTERS	THEMES
<p>Three essays based on a drought-stricken Botswana. The first essay is about the general generosity and compassion of the people of this country; how they stand together and help each other. The second essay describes an old woman who collapses and is helped by the narrator. In the third essay the narrator describes how her family wait for the rain to sow their crops.</p>	<ul style="list-style-type: none"> ▪ The third person narrator Compassionate, concerned about how African people are treated; feels pity for her family; learns English to improve herself. ▪ The old woman Weak with hunger, unashamed. ▪ A strange young woman She appreciates the kindness shown to the old woman. She thanks her by giving the narrator a pale of water. ▪ Family members of narrator Mother, grandmother, grandfather, sister and baby. ▪ Cousin Lebenah He sees future of studying and improving oneself. 	<ul style="list-style-type: none"> ▪ Suffering ▪ Poverty ▪ Human kindness ▪ Effects of drought <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin-top: 20px; width: fit-content; margin-left: auto; margin-right: auto;"> <p style="text-align: center;">Discuss themes by referring to examples from story.</p> </div>



SHORT STORIES CONTINUED...

THE FUR COAT by Sean O’Faolain		
PLOT	CHARACTERS	THEME
<p>Molly Maguire, the wife of Paddy Maguire, wants to have a new coat. She tries to convince Paddy why she should have a coat. As soon as he agrees to it, she starts to doubt whether she wants one. Then he mentions all the practical reasons what a good fur coat could mean to her. She loses her temper, storms out and calls him mean. They take three days to resolve the issue. He leaves a cheque on her dressing table and she tears it in four, apologizing for her behaviour. The story ends when she again doubts whether she really needs a coat.</p>	<ul style="list-style-type: none"> ▪ Molly Maguire Had a difficult life, raised her children on her own while Paddy was in jail because of politics. Wants to have a fur coat but feels guilty about it. Constantly changes her mind. ▪ Paddy Maguire Just been promoted to Parliamentary Secretary to the Minister of Roads and Railways. Loves Molly and prepared to purchase coat. Thinks logically about purchase. This causes a conflict. Frugal – not comfortable with luxuries. Careful with money. Sensitive person. Politician. 	<ul style="list-style-type: none"> ▪ Conflict in marriage relationships ▪ Conflict with herself ▪ Hardship and financial and emotional suffering <div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: 10px auto;"> <p>Discuss themes by referring to examples from story.</p> </div>
THE DOLL’S HOUSE by Katherine Mansfield		
PLOT	CHARACTERS	THEMES
<p>This story shows class differences between the rich and poor. It is set in New Zealand in the 1920s. Aunt Beryl Burnell forbids her children to play with the poor Kelvey girls. When the girls receive a new doll’s house, the Burnell girls may bring their friends to look at it. The climax occurs when Kezia invites Lil and Else to come into the yard to look at it.</p>	<ul style="list-style-type: none"> ▪ Kezia Burnell Kind, innocent, independent. Disobeys her mother and invites Kelveys to see the doll’s house. ▪ Lil and our Else Kelvey Feel inferior. Represent poor, lower class of society. ▪ Aunt Beryl Burnell Unpleasant, unsympathetic, cold-hearted, cruel, snobbish. Forbids children to have contact with Kelveys. ▪ Isabel Burnell Nasty. Bully. 	<ul style="list-style-type: none"> ▪ Pride and prejudice ▪ Snobbishness ▪ Cruelty of class distinction ▪ Social inequality ▪ Injustice ▪ Power of examples of grown-ups <div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: 10px auto;"> <p>Discuss themes by referring to examples from story.</p> </div>

Underline names of characters.
Underline adjectives.
Underline strong verbs.
Use emoticons to highlight.





SHORT STORIES: AN EXAMINATION QUESTION

THE NEW TRIBE by Buchi Emecheta

[Arthur tells the children about their adoption.]

'Julia, we don't actually know who your parents are. Not for want of trying, believe me. Your mother left you in a phone booth, inside a Tesco shopping bag. You were only a few hours old, and a boy called Julian found you on his paper round and brought you here. We fostered you and applied for adoption. The authorities put us through hell before they eventually capitulated and allowed us to be your parents. 5
The battle was worth it and we were very proud.'

Chester, your mother read about Julia in the papers, and when she was looking for a good home for you, she wrote asking us to have you. She felt she couldn't look after
you herself, because she was expecting twins, and the babies' father didn't want another child on his hands. She knew we were Christians, and hoped you would get 10
the love you needed from us. She was Nigerian. We tried to trace her, but she had disappeared. The most important thing is that to us you are our children, and we love you both very much.'

Now it was Chester's turn to stare at the tablecloth. Ginny and Arthur waited anxiously, but Chester was lost for words. He sat quite still digesting what he had 15
just heard. He had been frightened of being told he was adopted.

5.1.1 Choose the correct description from COLUMN B that matches a name in COLUMN A. Write only the letter next to the number.

COLUMN A	COLUMN B
(a) Ms Mba (b) Mrs Arlington (c) Mrs Miller (d) Miss Slattery	A Lady from school tuck shop B School teacher C Chester's adoptive mother D Chester's biological mother E Arthur's cousin

(4X1) 4

- 5.1.2 Refer to the **extract as a whole**.
- (a) What **tone** does Arthur use in this extract? (1)
 - (b) **Why** would he use this tone in these lines? (2)
- 5.1.3 **Explain the meaning** of the following line in your **OWN** words, 'She wrote asking us ...have you'. (line 8) (1)
- 5.1.4 **Why** is Chester affected so much by the news of his adoption? (2)
- 5.1.5 Give **TWO** reasons why Chester wants to know who his real parents are. (2)
- 5.1.6 **Adoption** is one of the themes of this story.
Discuss how this theme is **relevant to Chester**. (3)
- 5.1.7 Chester's **biological mother** was a **responsible woman**.
Discuss your view. (3)

/18/

Work out these answers and come prepared to our session on 11 April 2022.





basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**SENIOR CERTIFICATE/
NATIONAL SENIOR CERTIFICATE**

GRADE 12

**ENGLISH FIRST ADDITIONAL LANGUAGE P1
NOVEMBER 2020**

MARKS: 80
TIME: 2 hours

This question paper consists of 13 pages.

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English First Additional Language/P1

INSTRUCTIONS AND INFORMATION

- This question paper consists of THREE sections:
SECTION A: Comprehension (30 marks)
SECTION B: Summary (14 marks)
SECTION C: Language (26 marks)
- Answer ALL the questions.
- Read ALL the instructions carefully.
- Start EACH section on a NEW page.
- Leave a line after each answer.
- Number the answers correctly according to the numbering system used in this question paper.
- For multiple-choice questions, write only the letter (A–D) next to the question number in the ANSWER BOOK.
- Pay special attention to spelling and sentence construction.
- Use the following time frame as a guideline:
SECTION A: 50 minutes
SECTION B: 20 minutes
SECTION C: 50 minutes
- Write neatly and legibly.

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All questions are **COMPULSORY!** You have to answer all the questions and have **NO** choice.

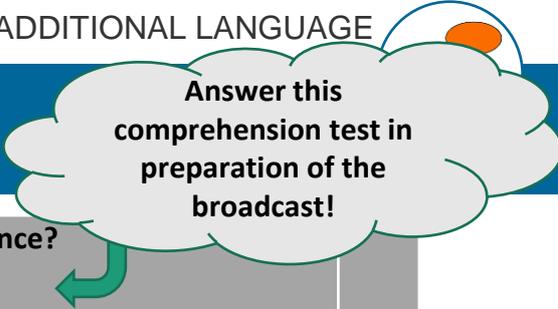
Use this time frame as a guideline to ensure that you have ample time to complete all questions!

SECTION A: Question 1: COMPREHENSION	30 MARKS Text A and Text B
SECTION B: Question 2: Summary	10 MARKS Text C
SECTION C: Question 3: Question 4: Question 5:	40 MARKS Visual Literacy: Advertisement (10) Visual Literacy: Cartoons (10) Language and Editing Skills (20)

SECTION A: COMPREHENSION

QUESTION 1

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



Pepsi vs. Coke: What's Really the Difference?	
By Eric Reed	
1	The orange juice in your refrigerator probably came from Coca Cola. The oatmeal you eat with it? That's probably a Pepsi product. In fact, together these two companies make up a massive proportion of the drinks and snacks you may have daily.
2	These two companies have expanded enormously since their founding in the late 19 th century. Still, their core mission remains: winning the cola wars. Ever since Coke and Pepsi hit the shelves they have been direct competitors, a head-to-head that by now has become a part of American culture.
3	Coke was invented in 1886 by a chemist named John Pemberton. While specific stories vary, most records agree that Pemberton was trying to create an anaesthetic syrup. (Some records indicate that Pemberton, a war veteran, was trying to replace morphine, to which he had become addicted.)
4	Regardless of his plan, what Pemberton actually invented was a combination of the coca leaf and kola nut that had relatively little true pharmaceutical benefit. However, a quirk of history saved the drink from historical irrelevance. When Pemberton invented his syrup, pharmacies typically had soda fountains in them. While customers didn't love it as a medicine, when mixed with tonic water to create a soda, they thought it made a great treat. The original recipe contained cocaine and the company still uses a non-narcotic coca leaf extract.
5	Pepsi was launched to directly compete with Coke. Again, because people once got their soda and castor oil at the same place, Pepsi was invented by a pharmacist. Caleb Bradham created his product and labelled it, inventively, "Brad's Drink". Bradham later renamed the drink "Pepsi Cola" because he believed it helped with dyspepsia.
6	As a product, customers generally prefer Coke. The red can of cola is one of the most popular products in the world, in some places more common than clean water. As a business, however, the market increasingly prefers Pepsi. At time of writing PepsiCo's stock sold for \$117.09 against Coke's \$49.83. The reason is diversity.
7	In recent years the American market in particular has trended away from sugary drinks like colas. Although both companies have long diversified into a wide range of other drink classes, such as juice, sports drinks and bottled water, many analysts particularly see the future in healthy drink classes. Pepsi is seen as having occupied that market more successfully than Coke.
8	More importantly, PepsiCo isn't just a beverage company. Coca-Cola has made what's known as a "pure play" in drinks. The company has worked harder than Pepsi to establish a global brand, and has been far more successful in marketing its core product line (Coke itself). On the other hand, after its merger



	with Frito-Lay in the 1960s, Pepsi made a push into snack foods such as potato chips, oatmeal and (in more recent years) hummus. This is a market Coca-Cola hasn't entered at all.	35
9	So that's the history, but what's the difference when the fizz hits the ice?	50
10	Part of it is a single ingredient: that coca leaf extract. Coke can get it, Pepsi can't. The Coca-Cola company imports coca leaves stripped of their narcotic properties through a New Jersey importer. Coca-Cola sources these leaves from Peru, where virtually every tourist drinks them as part of the abundant coca tea. Pepsi makes up for that with citric acid, which Coke does not include in its listed ingredients.	55
11	But that's just what's going on behind the scenes. Here's how it plays out in your mouth: Coke has a vanilla-raisin, almost molasses taste to it. Pepsi has a citrus, lemony flavour. The flavour of Pepsi is sweeter so it's stronger initially and you taste it faster. Coke is less sweet and a little bit smoother than Pepsi. Pepsi has more sugar and caffeine than Coke. As Malcom Gladwell wrote in "Blink", in which he discusses the differences at length, "Pepsi, in short, is a drink built to shine in a sip test."	60
12	So there it is. What's the difference between Coke and Pepsi? A little bit of sugar and a whole lot of history. [Adapted from: https://www.thestreet.com/lifestyle/food-and-drink/pepsi-vs-coke]	65

- 1.1 Refer to paragraph 1.
Write down one item we consume daily that is produced by either Coca-Cola or Pepsi. (1)
- 1.2 Refer to paragraph 2.
Using your OWN words, explain what is meant by the expression 'hit the shelves'. (1)
- 1.3 Refer to paragraph 3.
Given the context of this paragraph, 'anaesthetic' means (1)
- A painkiller. (1.1 (Orange) juice or Oatmeal v
- B alcohol.
- C nicotine.
- D laxative.
- 1.2 Become available to buy/ was put in stores. v
- 1.3 A Painkiller v (1)



TIPS on Answering the comprehension test

- ♥ Immediately highlight the heading.
- ♥ Read and highlight the first sentence of each paragraph. The main idea of each paragraph usually presents itself in the first sentence.
- ♥ Now reflect → what is the extract about?
- ♥ Read the questions → this is important as you will have these questions in the back of your mind when you read the text.
- ♥ Now you read the entire comprehension passage.
- ♥ When reading any question, you need to ensure you read the entire question right to the end. Break it down and ensure you truly "get" what is expected.
- ♥ Language errors do not count in the Comprehension but that does not mean that you can write incomprehensible gibberish. The way in which you answer the questions, is important.
- ♥ Look at the mark allocation for each question as this indicates how many facts you need to supply.



- 1.4 Refer to paragraph 4.
- 1.4.1 Where does the name Coca-Cola come from? (2)
- 1.4.2 Explain why the following statement is FALSE: (1)
Pemberton originally invented a soda that was sold in pharmacies.
- 1.5 Refer to paragraph 5.
- 1.5.1 Provide a reason for the author’s sarcastic tone in lines 22 – 23. (1)
- 1.5.2 What did Pepsi originally aim to cure? (1)
- 1.6 Refer to paragraph 6. (1)
Give an antonym for the word ‘common’.
- 1.7 Refer to paragraphs 6 and 7. (2)
Using your OWN words, explain why Pepsi is seen to be more successful as a business than Coke.
- 1.8 Refer to paragraph 8.
- 1.8.1 Quote a SINGLE word which means the same as “unification”. (1)
- 1.8.2 List two types of food that Pepsi has started to produce since the 1960s. (2)
- 1.9 Refer to paragraph 9.
- 1.9.1 Explain what the writer means by ‘the fizz hits the ice.’ (2)
- 1.9.2 Why does the writer use a question in this paragraph? (1)
- 1.10 Refer to paragraph 10.
- 1.10.1 Where does Coke get their coca leaf extract? (1)
- 1.10.2 What ingredient does Pepsi have to make up for the absence of the coca leaf extract in their drink? (1)
- 1.11 Refer to paragraph 11.
- 1.11.1 Explain why it can be argued that Pepsi is more damaging for your health than Coke. (2)
- 1.11.2 What does it mean that Pepsi will ‘shine in a sip-test’? (1)
- 1.12 Discuss the suitability of the title, ‘Pepsi vs. Coke: What’s really the difference?’ (2)

1.4.1 From combining the two main ingredient names ✓✓ OR by combining coca (leaf) ✓ and cola (nut) ✓

1.4.2 “Pemberton invented his syrup.” OR It was originally a syrup that was mixed with tonic water to make a soda. ✓

1.5.1 The name is not original/creative/inventive OR the writer is not being serious. ✓

1.5.2 Dyspepsia. ✓

1.6 Rare/uncommon/limited/scarce/unusual/Unfamiliar/special/precious ✓

1.7 PepsiCo’s stock is worth more/more expensive than Coke’s stock. ✓
Pepsi has more healthy drinks/products that they sell. ✓

1.8.1 “merger” ✓

1.8.2 Potato chips.
Oatmeal.
Hummus. ✓✓ (Any two)

NOTE: candidate needs to LIST. If answers are written in same line, only mark first answer.

1.9.1 Soda/Pepsi and Coke are sparkling drinks / carbonated / contains gas ✓ and he refers to when the drink is poured into a glass with ice. ✓
(1 mark for explanation of fizz; 1 mark for hits the ice).

1.9.2 To include the reader/ to maintain the reader’s interest/ to make the reader curious/ to force the reader to continue reading. ✓

1.10.1 From Peru. ✓

1.10.2 Citric acid (NOT simply acid!) ✓

1.11.1 Pepsi contains more sugar ✓ and more caffeine ✓ than coke.

1.11.2 When people take a sip/test the drink it will taste better/be liked. ✓

1.12 The title is suitable as the entire article is about the different history ✓ and tastes ✓ of Pepsi and Coke.



TEXT B

STOP. RETHINK YOUR DRINK. GO ON GREEN.

Red - Drink Rarely, If At All
 - Regular sodas
 - Energy or sports drinks
 - Fruit drinks

Yellow - Drink Occasionally
 - Diet soda
 - Low-calorie, low-sugar drinks
 - 100% juice

Green - Drink Plenty
 - Water
 - Seltzer water
 - Skim or 1% milk

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- 1.13 Write down two drinks that you may consume regularly. (2)
- 1.14 Explain why a traffic light has been used in this text. (2)
- 1.15 Given what you have read in TEXT A, why is it better to cut back on regular sodas? (2)

1.13 The title is suitable as the entire article is about the different history and tastes of Pepsi and Coke.

1.14 Water or Skim Milk or 1% Milk or Selzer Water (any two). √√

1.15 Sodas contain a lot of sugar and caffeine. OR Sodas have lots of sugar that can be bad for your health. √

NOTE: 1 mark only for "They are bad for your health." √



When you are asked:

- ♥ To write an answer in your own words, the following method should be used:
 - You do not need to change every single word in the sentence. Change two or three words in the sentence. If you try to change every single word, you might lose the meaning or context of the sentence.
- ♥ To quote from the text, you need to do the following:
 - A quote is a perfect picture of what is printed in the text. Should you copy one part of one word incorrectly, it is wrong.
 - You could be asked to quote ONE word → write ONE word only.
 - If you are asked to quote THREE CONSECUTIVE words = write THREE words that follow one another perfectly from the text.
 - You could be asked to quote a phrase → remember that a phrase does not have a verb, so your quote should not have a verb in it. Ask yourself: When is a sentence a sentence?
 - Remember to use quotation marks when quoting:
 Example: "John, the young man"



♥ To answer to a question “Why? / Is this the name? / Does this ...? / Do you agree?” you need to give your opinion and apply it. Remember that all answers should be sourced from the text.

- “Yes.” Or “I agree” followed by “I think that ...”
- Support your answer by a quote. Yes, according to the passage “xxxxxxxxxxxxxxxx”.
- If you give your answer with a reason and say: I agree because ...

♥ To give the meaning of an expression or asked why idiom or expression is suitable in the passage:

- The idiomatic expression is suitable because it applies to ... and then you give the meaning of the expression followed by the reason why it works so well in the passage.

♥ To give reasons why for example, “This is an old, familiar, trusted friend.”

- Do not explain the three sections as one. Address first “old”, then “familiar” and then “trusted”.
- Find the reasons from the passage but answer them in your own words.
- Discuss each of the reasons you will have mentioned.
- Underline that which will guide the marker to the essence of your answer.
- For example: *The friend is described as old because in the passage it is said that ...
* He is also described as familiar because ...
* He is seen as trusted because ...

♥ If asked to describe how something makes you feel, you write the following:

- *It makes me feel (emotion like sad/ happy/..), because ...

♥ Why is the title suitable?

- You always have to say that it is suitable / be positive about it and say that:
- *It emphasises the ...
- *It draws attention to ...
- *It is a pun because it says (One thing is said and another is meant.)

♥ To answer the question: “What is implied? Why is it ironic? Why is he sarcastic?”

- When the unexpected or opposite is revealed or when there is a twist to the tale.

SECTION B: SUMMARY QUESTION 2



- Read the **STATEMENT**.
- Read the **INSTRUCTIONS**.
- Read the **STATEMENT AGAIN** to ensure you know what you should do.
- Read the **TEXT**, remembering the statement.
- Start **UNDERLINING** possible facts.
- Write a **ROUGH** draft.
- All your points should be in the **IMPERATIVE** (an instruction, starting with a VERB).
- Make sure you do not quote directly.
- Use **SYNONYMS**.
- Rewrite your **FINAL** draft.
- **COUNT** your words and write it down at the end.

LOOK AT THE FOLLOWING EXAMPLE OF THE SUMMARY QUESTION INSTRUCTIONS:

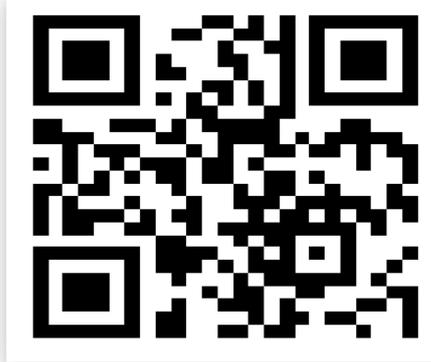
e.g. There are specific skills that job seekers will need in this new decade, the 2020s.
Read TEXT C below and list SEVEN skills that job seekers will need in the 2020s.

INSTRUCTIONS

1. Your summary must be written in point form.
2. List your SEVEN points in full sentences, using no more than 70 words.
3. Number your sentences from 1 to 7.
4. Write only ONE point per sentence.
5. Use your OWN words as far as possible.
6. Indicate the total number of words you have used in brackets at the end of your summary.



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<p>Poetry 31/05/2017 Spring – Gerard Manley Hopkins https://qr.go.page.link/imZ9</p> 	<p>01/06/2017 Sonnet 18 https://qr.go.page.link/LqEB</p> 

<p>Short Stories 13/02/2018 https://qr.go.page.link/KU9d</p> 	<p>Visual Literacy (Cartoon Study and Advertising) (17/04/2018) https://qr.go.page.link/wVDy</p> 
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