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TABLE OF CONTENTS		Page
1	Introduction	3
	1.1 How to use this study guide	4
2.	Advertisements	5
	2.1 Notes/Summaries/Key concepts	5
	2.2 Practice questions	14
	EFAL Task 1 – 3	14
	EHL Task 4 – 6	17
	2.3 Examination tips	22
3	Cartoons	25
	3.1 Notes/Summaries/Key concepts	25
	3.2 Practice questions	29
	EFAL Task 7-9	29
	EHL Task 10	33
	3.3 Examination tips	35
4	Language Structures and conventions	38
	4.1 Notes/Summaries/Key concepts	38
	4.2 Practice questions: EFAL Task 11-14	47
	4.3 Examination tips	54
5	General examination tips	55
6	Possible responses	59
7	References	72
8	Acknowledgements	74
9	Marking Rubrics	75

1. Introduction

The declaration of COVID-19 as a global pandemic by the World Health Organisation led to the disruption of effective teaching and learning in many schools in South Africa. The majority of learners in various grades spent less time in class due to the phased-in approach and rotational/alternate attendance system that was implemented by various provinces. Consequently, the majority of schools were not able to complete all the relevant content designed for specific grades in accordance with the Curriculum and Assessment Policy Statements in most subjects.

As part of mitigating against the impact of COVID-19 on the current Grade 12, the Department of Basic Education (DBE) worked in collaboration with subject specialists from various Provincial Education Departments (PEDs) developed this Self-Study Guide. The Study Guide covers those topics, skills and concepts that are located in Grade 12, that are critical to lay the foundation for Grade 12. The main aim is to close the pre-existing content gaps in order to strengthen the mastery of subject knowledge in Grade 12. More importantly, the Study Guide will engender the attitudes in the learners to learning independently while mastering the core cross-cutting concepts.

1.2 How to use this Self Study Guide?

Dear learner,

Congratulations on getting hold of this Self Study Guide. I hope you find it exciting and helpful as you embark on your learning journey.

The aim of this document is to equip you with the skills that you require to:

- A. analyse adverts and cartoons.
- B. integrate these Reading and Viewing texts with other language skills, such as:
 - a) Listen and Speak (**skill-** *Listening and Speaking*)
 - b) Write and Present (**-skill-** *Writing and Presenting*)
 - c) Language and Editing

This is done through notes that have been provided and activities that will help you practise these skills.

Please note that we have provided practice activities with answers. First try to respond to the questions and then go to the answer section. In case your answers are incorrect, consult notes or study guides or a teacher to find the reason why you do not have a grasp of the topic.

2. Topic Advertisement

2.1 Notes/Summaries/Key Concepts

A. Definition

- Advertising (**verb**) is a means of communication designed to promote a product / service / idea. These can be done through different types of media, e.g. websites (online), radio, television, newspapers, magazines, billboards, and flyers.
- Advertisements (**noun**) make use of emotive and persuasive means to manipulate the target audience, e.g. the youth could be targeted by companies which sell sneakers.

B. Characteristics of an advertisement (informally referred to as 'advert')

Your understanding of advertisement, and increasing your knowledge in how to analyse them, can be improved by your ability to identify the following in every advert:

Techniques used in advertising:


- The use of **visual (what you can see) effects** – eye catching headlines, pictures, photographs, interesting colours and fonts.
- Advertisers use **language devices** to attract readers – well-chosen *adjectives*, **puns**, figures of speech.
- Advertisements **appeal to reader's emotions and desires** – e.g. self-esteem, success, love, and health.
- AIDA principle (explained in detail below):


Adjectives: beautiful, shiny hair.
Describe a noun.



Pun: *New Study of Obesity Looks for Larger Test Group.*
It is a form of word play that exploits multiple meanings of a word.







Figures of speech:

- **Simile:** As big as a house/ You will feel like a million. Comparison with as or like.
- **Metaphor:** All the world is a stage! (Comparison that is implied.)
- **Personification:** The powder touches the baby gently. Inanimate things act, speak or talk like humans (Perrine, 1969).
- **Hyperbole:** Your hair will be healthier after using the product for only a week. (Exaggeration)

 <ul style="list-style-type: none">- Grab their Attention- Build their Interest- Create the Desire- Persuade them to take Action	<p><i>AIDA principle (Attention, Interest, Desire, Action) is an acronym for a principle coined by the American sales and advertisement legend Elias St. Elmo Lewis in the late 1880s.</i></p>
--	--

	<p>ATTENTION is created by:</p>
--	--

EYE CATCHING IMAGE	CLEVER USE OF LANGUAGE (PUN, HUMOUR)
	

CATCHY HEADLINE	FONT TYPE
 <p>HEAVY AS A FEATHER</p> <p>A wise man once said that it's the mountain as much as your own two feet that carries you upwards. While that may be true, something tells us that wise men are also smart enough to have someone else haul their stuff. For the rest of us, every ounce counts. So we made a jacket so light you'll forget you have it on. "Where's my jacket?" Oh your back. "Oh." See what we mean? It took us twenty years to arrive at the new Nike ACG Superlight Jacket. And, as always, it's still a departure.</p>	 <p><i>This International Men's Day,</i></p> <p>Wrap</p> <p><i>them with Love.</i></p> <p>Faasos</p>
LAYOUT	ASKING A QUESTION
 <p>just missed us</p>	 <p>HARD BREAKFAST? SOFT BREAKFAST? NO BREAKFAST?</p> <p>MARMITE</p> <p>YEAST EXTRACT</p> <p>MADE IN ENGLAND</p> <p>Dividing the nation since 1902.</p>
INTEREST:	
<p>Once the consumer's attention has been attracted, the advert must sustain his/her interest.</p>	
 <p>Coca-Cola</p> <p><i>Coca-Cola</i></p>	 <p>You are what you wear.</p> <p>MAX SHOES</p>

<p>DESIRE:</p> <p>Advertisers also appeal to basic human desires or needs and hint that desires/needs will be met if their product is purchased.</p>	<p>ACTION:</p> <p>Not only must advertisers get the attention of the consumer, but they also need to ensure that the consumer acts in response to the advert.</p>
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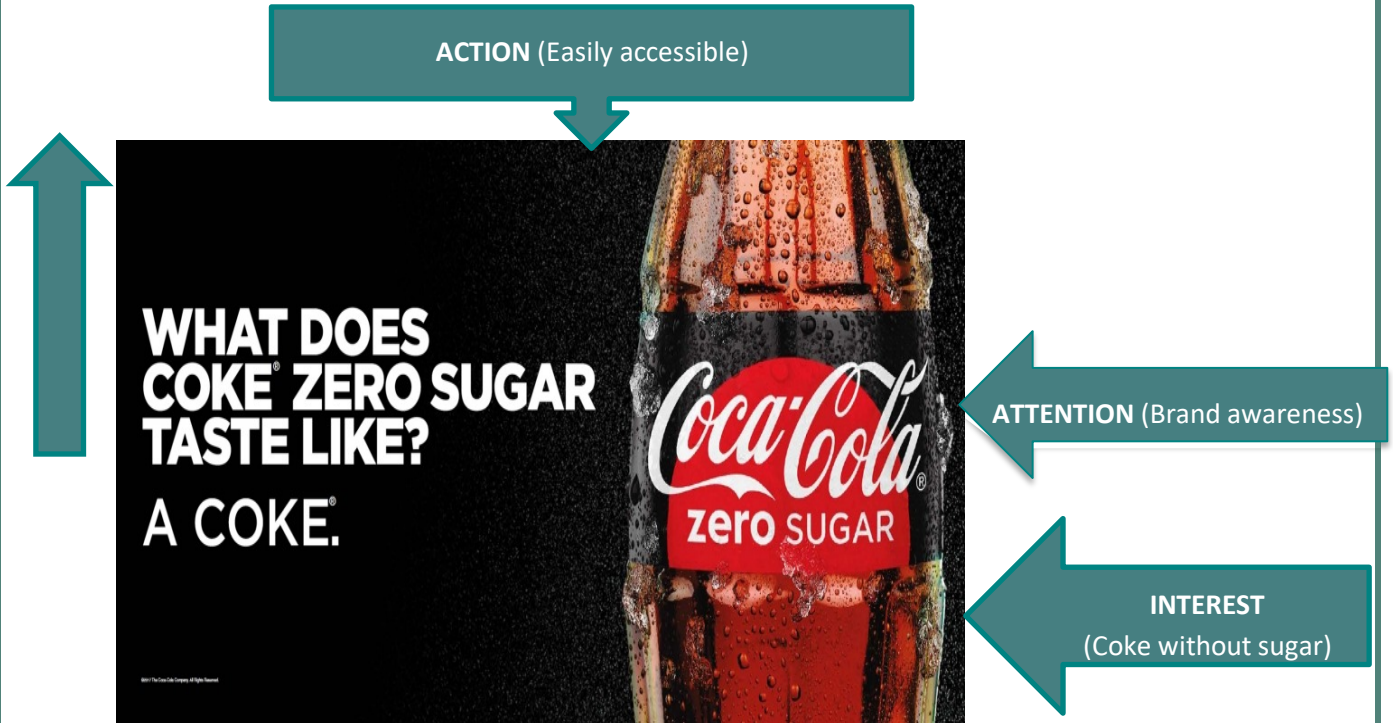


CALL to ACTION EXAMPLES

<p><i>Call now!</i></p> <p><i>Click now!</i></p> <p><i>There is only 10 left!</i></p> <p><i>Download now</i></p> <p><i>Satisfaction Guaranteed</i></p> <p><i>Free shipping</i></p> <p><i>Call for a free...</i></p> <p><i>Add to cart...</i></p>	<p><i>Click here for details</i></p> <p><i>Join now</i></p> <p><i>Start your trial now</i></p> <p><i>Get a free...</i></p> <p><i>Money back guarantee..</i></p> <p><i>Reply today</i></p> <p><i>Take our</i></p> <p><i>Schedule an appointment</i></p>
--	---

AIDA PRINCIPLE IN ACTION

NB: AIDA is an **acronym** (type of abbreviation that can be vocalised) for **Action, Interest, Desire and Attention.**



ATTENTION

Coca Cola bombards consumers with adverts in order to promote their products. This is done to create brand awareness.

INTEREST

Advert mentions that this beverage has zero sugar. This implies that customers will be drinking coke without calories. This will interest people who are health conscious.

DESIRE

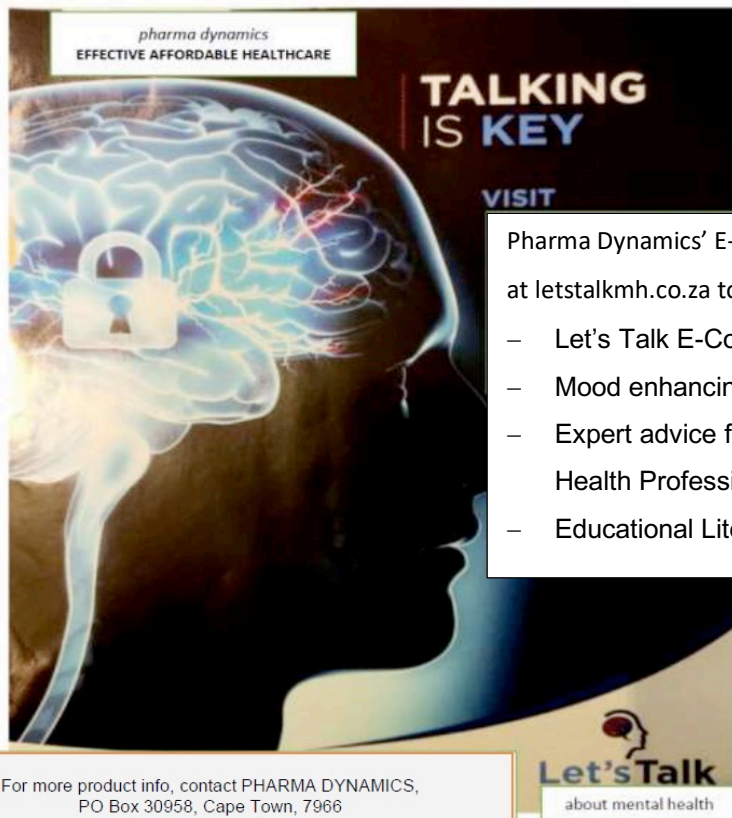
People view these cool young ones drinking their coke-zero and having a good time without worrying about health issues. Coke adverts are known to be about a good lifestyle. This is what many people desire.

ACTION

You can get a Coke anywhere. Since Coke is easily accessible, the advert persuades the customer to take action and buy it.

C. Terminology

Study the following advertisement.



- Pharma Dynamics' E-intervention at letstalkmh.co.za to access the:
- Let's Talk E-Community
 - Mood enhancing recipes
 - Expert advice from Mental Health Professionals
 - Educational Literature

For more product info, contact PHARMA DYNAMICS,
PO Box 30958, Cape Town, 7966
[Tel:021 707 7000](tel:0217077000), Email info@pharmadynamics.co.za

Integrating an Advertisement with other skills:

Let's integrate the analysis of the following advertisement with the study and revision of other skills.

Sound Device:
Consonance (repetition of 'f' sound) can also be used in Literature study (P2) and Language usage (P1)

Advertising Technique:
Headline: TALKING IS KEY (in bright/bold and capital letters)
Linking words and the visual:
Talking =visual of a Brain (source for speaking)
Key=visual of a padlock

Punctuation marks:
Apostrophe (Dynamics'): (possession) with a plural noun ending on -s no need for a second -s
(Let's): Short for (Let us): It replaces the omitted letter 'u'
Hyphen (E-community) is used to join 2 words to form one word.

Pharma Dynamics' E-intervention at letstalkmh.co.za to access the:

- Let's Talk E-Community
- Mood enhancing recipes
- Expert advice from Mental Health Professionals
- Educational Literature

Advertising Analysis:
A logo: The visual
A slogan: Let's talk

For more product info, contact PHARMA DYNAMICS, PO Box 30958, Cape Town, 7966
Tel:021 707 7000, Email info@pharmadynamics.co.za

Sound devices explained

About mental health

ALLITERATION, ASSONANCE AND CONSONANCE

Alliteration, assonance and consonance are commonly used in poetry. Each term refers to the use of sounds in words.

ALLITERATION

Alliteration is the repetition of the same sounds at the beginning of words in a phrase or line.

*Peter Piper picked a peck of pickled peppers.
Did Peter Piper pick a peck of pickled peppers?
If Peter Piper picked a peck of pickled peppers,
Where's the peck of pickled peppers Peter Piper picked?*

ASSONANCE

Assonance is the repetition of the same or similar sounds in words close together. This line from Edgar Allen Poe's poem 'The Bells' shows his use of assonance.

*Hear the mellow wedding bells,
Golden bells!*

CONSONANCE

Consonance is the close repetition of the same or similar consonant sounds in the middle or end of words.

catch and fetch branch and lunch

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Email: You can write and Email to info@dynamics.co.za to get more information about the advertised service and to practice the skill of writing an email (30 marks) you were taught in Paper 3 Section B.

D. What to look for when analysing advertisements

Example 1

big. beefy. bliss.

Double Quarter Pounder[®] with Cheese Big Mac[®] Angus Deluxe Third Pounder[™] i'm lovin' it[™]

Language techniques:

- **Headline:** big.beefy. bliss
- 3 words used to advertise 3 hamburgers
- B- alliteration
- The words **big** and **beefy** and **bliss** is illustrated in the advertisement – the hamburgers are big: the beef patties is visible
- The word **bliss** guarantees that eating one of these hamburgers is pure enjoyment, happiness and fulfilment
- Words not written in capital letters ...

Visual techniques:

- Red background draws attention
- Visual of 3 mouth-watering hamburgers
- Beef patties looks appealing; crunchy and fresh lettuce, tomatoes and gherkins
- Melted cheese looks delicious
- Text written in big, white bold letters – easy to read.

This indicates that the **target audience** are people who are easy-going and love to eat fast food.

Logo: McDonalds
Product advertised: HAMBURGERS (fast food)

Slogan: i'm lovin' it

AIDA principle:

ATTENTION: The visual of the tantalising hamburgers and bold letters.

INTEREST: 3 different hamburgers are advertised.

DESIRE: Appeals to your desire for tasty food.

ACTION: The hamburgers look very appealing for the target audience to fulfil their need/ appetite for hamburgers.

EXAMPLE 2



Language techniques:

- Large, bold font in black.
- Pun – mobile: shows that you can bank on your mobile phone and that the bank is mobile (moving with modern times)
- ‘See everything you can do on your phone/iPad’ emphasises how convenient online banking is.
- ‘Get the app’ in red, urges the consumer to switch to online banking.

Target audience:

People who own phones or iPads who like to use technology for their convenience, in this case

Service advertised:
Mobile Banking from Bank of America

Target audience is someone the advertiser seeks to impress. a potential buyer.

Visual techniques:

- Picture of phone in the centre highlights the purpose of this advertisement – online banking.
- Logo of Apple iPhone and iPad shows compatibility.
- ‘Get the app’ in red shows the importance of online banking.
- Visually illustrate the steps to set up online banking.

AIDA principle:

ATTENTION: The picture of the phone as well as the bold lettering in black will draw the attention of the target audience.

INTEREST: The visual steps on how to install the app will sustain the readers’ interest.

DESIRE: Appeals to the consumer’s desire for comfort and convenience.

ACTION: ‘Get the app’ in red and the steps to follow will encourage consumers to switch to online banking.

2.2 Practice Questions

The questions set here are not replicas of those asked in an exam, but they will test your knowledge of advertising as well as language and vocabulary skills.

Study the advertisement BELOW and answer the set questions.

EFAL: TASK 1



[www.google.com]

- What product is being advertised? (1)
- Identify the target audience of this advertisement. (1)
- What does the advertiser mean by, ALTERNATIVE ENERGY SOURCE? (2)
- In your view, how does the picture add to the effectiveness of this advertisement? State TWO points. (2)

e) Match the following words with the relevant part of speech:

i. Alternative	A. Noun
ii. Source	B. Pronoun
iii. You	C. Adjective
	D. Adverb

(3)

f) Rewrite you're **up** in a formal language.

(1)

[10]

EFAL: TASK 2

Study the advertisement BELOW and answer the set questions.



a) List and explain the advertising techniques used in this advertisement. (3)

b) The logo of a well-known car manufacturer appears in the body copy. The text reads: *Issued in public interest by BMW*. In your opinion, why did BMW issue this advertisement? (2)

c) Who is the target audience of this advertisement? Give a reason for your answer. (2)

d) This type of advertising is called negative advertising. Why do you think it is classified as such? (3)

- e) Identify the poetic device used in the slogan *Don't Drink and Drive?* Discuss its effectiveness? (2)
 - f) Rewrite the slogan in a full sentence. (1)
 - g) Identify and explain the effectiveness of the pun in *spare parts for humans*. (2)
 - h) Rewrite the sentence *Spare parts for humans are not as original as those for cars*. in the singular form. (6)
- [22]

EFAL: TASK 3

Study the advertisement BELOW and answer the set questions.



- a) Refer to both the headline and the body copy of this advertisement.
 - i. Identify TWO adjectives used above. (2)
 - ii. Write synonyms for the identified adjectives. (2)

b) Rewrite the following sentence in reported speech.
'Our commitment is to work even harder,' said the MTN boss. (3)

c) **Writing and Presenting**

Think of any product you want to advertise. Determine the target audience for the advertisement. Create an advertisement, using the techniques you have learnt.

(20)

Do not use any illustrations, only the power of words.

d) **Listening and Speaking (Prepared Speech)**

Prepare a speech in which you promote your advertisement. You should focus on informing customers about your product and persuading them to buy it.

Your speech should be approximately 2-3 minutes long.

(20)

EHL: TASK 4

Study the advertisement and answer the set questions.



COLOURS SPEAK LOUDER THAN WORDS...

#CANSAShavathon

-CANSA SHAVATHON 2021-

Live in colour

SHAVE| SPRAY| DONATE

COVID – 19 REGULATIONS

Wear a mask, Sanitise and maintain social distancing

Show your support for a Cancer Survivor

Donation

R50 ADULTS

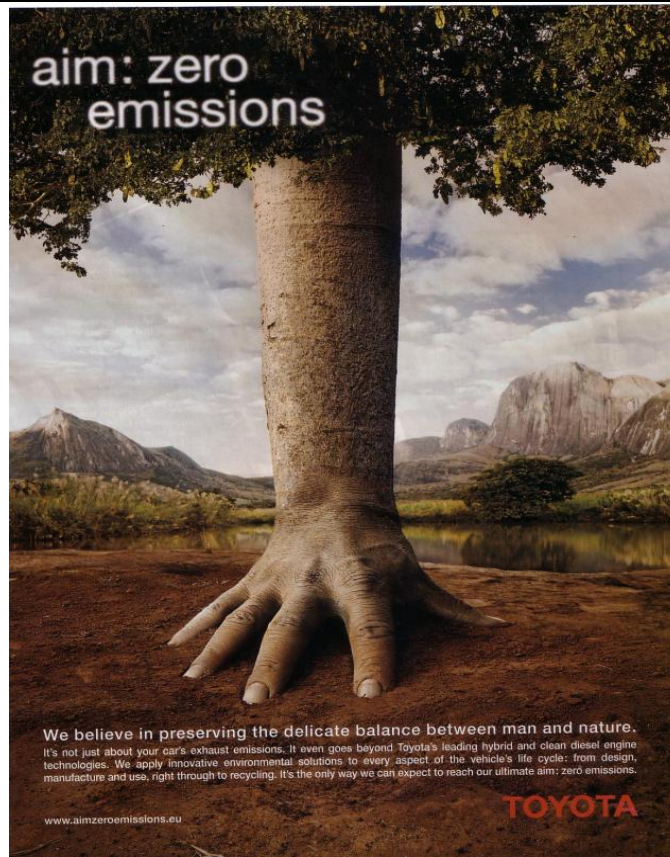
R25 CHILDREN UNDER 12

[Adapted from <https://cansa.org.za/>]

- a) 'Colours speak louder than words'. Rewrite this expression in its original form. (1)
- b) In the context of the advertisement, 'SHAVATHON' is an example of (1)
- c) 'Wear a mask, Sanitise and maintain social distancing'. Identify the figure of speech in the underlined phrase. (2)
- d) A pun is used in the acronym CANSA (Cancer Association of South Africa). Identify and explain the pun. (2) **[06]**
- e) **LISTENING AND SPEAKING: Prepared speech**
You are one of the organisers of the SHAVATHON event. You have been asked to market the event to your classmates. Write down the **NOTES** you will use for the speech you will present to them. (15)
- f) **WRITING AND PRESENTING: Informal Letter**
After presenting your speech to your classmates, your teacher has asked you to write a letter to the principal, explaining what the SHAVATHON is all about. Use the information from the advertisement and any other relevant points in your letter. (25)

EHL: TASK 5

Study the following advertisement and answer the set questions



The copy text reads:

We believe in preserving the delicate balance between man and nature.

It's not just about your car's exhaust emissions. It goes beyond Toyota's leading hybrid and clean diesel engine technologies. We apply innovative environmental solutions to every aspect of the vehicle's life cycle: from design, manufacturing and use, right through to recycling. It's the only way we can expect to reach our ultimate aim: zero emissions.

TOYOTA www.aimzeroemissions.eu

[Adapted from <https://eslchestnut.files.wordpress.com>]

- a) 'It's not just about your car's exhaust emissions'. What are the different purposes of the apostrophe used in this sentence? (2)

- b) 'It goes beyond Toyota's leading hybrid and clean diesel engine technologies'. Identify any two adjectives in this sentence. (2)

- c) 'We believe in preserving the delicate balance between man and nature'.
Rewrite the above sentence in the past tense. (1)
[5]

- d) **LISTENING AND SPEAKING: Unprepared Speech**
You work for **Toyota S.A.** and a colleague of yours was meant to deliver a speech on 'Zero emissions' but fell ill. In the last minute you are asked to speak on the same topic. Present your speech. (15)

- e) **WRITING AND PRESENTING: Interview**
NB: Use the rubric for Transactional Writing to guide you for this task.
- Ask open-ended questions to full answers to your questions. Include the following:
 - What 'zero emissions' mean?
 - How does the company hope to achieve this?
 - What led the company to take up the campaign against exhaust emissions?
 - Use a valid dialogue format.
- (25)**

EHL: TASK 6

Study the following advertisement and answer the set questions



The copy text reads:

Vodacom
Limitless is a real word. If your network gave you any data you could Google it.
power to you

Limitless
Limitless* adj 1. Word used to describe the limitless talk, limitless text and loads of Internet on the Vodacom Red VIP price plan, including limitless choice of any smartphone.
Only with Vodacom
T & Cs apply

[Source: <https://businesstech.co.za/news/mobile/37318/vodacom>]

- a) Provide a synonym for 'limitless' (1)
- b) Rewrite 'VIP' in full. (1)

- c) Limitless is a real word. If your network gave you any data you could Google it. (1)
What part of speech is the underlined word?
- d) Identify a compound noun in the advertisement. (1)
- e) Limitless* adj 1. Word used to describe the limitless talk. (1)
Rewrite the above sentence in full.
Begin your sentence: Limitless is... [5]

2.3 Examination Tips

2.3.1 How to prepare/study for the examination on advertisements



- It is important that you are aware of the fact that not every advertisement promotes a specific product, but that some advertise a service, manufacturer, an idea or a lifestyle, among other possibilities. Your knowledge of all these is therefore essential.
- Practise answering questions based on this section of the exam to reinforce your knowledge of advertising skills and techniques. These have been explained and summarised in 3.1 of this booklet.
- Exposure to a variety of texts to enrich your understanding and enjoyment of the genre is key to passing this part of the exam.
- Since this part of the exam requires your **critical analysing** skills, interacting with a variety of advertising texts will boost your confidence in evaluating the effectiveness of an advertisement and voicing your opinion when answering higher order questions, that is, questions which require your opinion or judgement.
- It is important to understand the use of language in the context of each advertisement, as well as the layout features of given advertisements.

2.3.2 Typical examination questions and expected responses

	Typical exam question	Expected response	Mark allocation
1.	State what the advertiser is promoting and give a reason for your answer.	Identify the product/service/idea, (etc.) and provide reasons for your answer.	(2)
	Explain how the graphic supports the message of the advertiser/ Is the visual image suitable for this advertisement? Substantiate your response/ Discuss how the written text reinforces the illustration in the advertisement.	Focus on both the image and the text and establish how the text/image reinforces the other.	(2)
	What two techniques are used to persuade the target market to buy the product? / Study the language in the text and discuss how the advertiser succeeds in persuading the target audience to buy the product.	Identify any two ways used by the advertiser to entice the target audience to buy what is advertised. E.g. emotive language, well-chosen adjectives, repetition, bandwagon, rhetorical questions, catchy phrases, etc.	(2)
	What is the advertiser's intention in referring to...	Your opinion supported by evidence from the advertisement is required.	(2)
	Comment on the effectiveness of the slogan....	A slogan serves the purpose of emphasising a point. Check if the slogan uses repetition, rhyming words, catchy phrases the size of the font , etc. and state what the advertiser is emphasising and why .	(2)

<p>Analyse the visual image and the written text. Critically discuss whether the text and the image successfully convey the advertiser's message.</p>	<p>A critical response is required. Identify the message first, then state to what extent the text and the image assist to convey that message.</p>	<p>(3)</p>
<p>What is the implication of the headline...?</p>	<p>You are expected to state what you understand from the headline used by the advertiser (conclusion/s or meaning/s drawn from the given headline).</p>	<p>(2)</p>
<p>Comment on the repetition of...as an advertising technique.</p>	<p>This is a Technical question. Repetition is usually used to drive a point home or emphasise a point. State the point that the advertiser is emphasising and how what this helps to achieve.</p>	<p>(2)</p>
<p>Comment on the appropriateness of the image in the context of the advertisement as a whole</p>	<p>A critical response is required. Focus on what you see in the image, and is said in the text. Are the two related in any way? If so, to what extent? How do the two support the message? (If they do).</p>	<p>(3)</p>
<p>Comment on the differences between text D and Text F in the ways in which they present...to the target audience</p>	<p>You are comparing two advertisements which have something in common. You are required to focus on the ways in which the two advertisers use different techniques to present what they have in common. Identify what is common and different techniques, then discuss how the techniques have been used. A layered response is required here. Take your time to present each aspect of the question.</p>	<p>(4)</p>

3. Topic Cartoons

3.1 Notes/Summaries/Key Concepts

A. Definition

A cartoon is a single drawing, often accompanied by words. A cartoon may be:

- Amusing, in order to make us laugh; or
- Serious, in order to draw attention to something the cartoonist wants people to think about (for example, an event in the news).

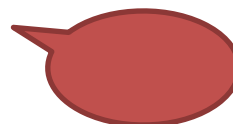
A comic strip is a series of drawings where each separate drawing tells part of the story.

- Each separate drawing is called a frame.
- The story in a cartoon strip usually builds up to, and ends with, a punch line.
- A punch line consists of the last few words of a story which make that story amusing or clever (or both).
- In a cartoon strip, both the words and the drawing in the final frame contribute to the punch line.

Like single cartoons, cartoon strips may also be amusing or serious (or both). Cartoons and cartoon strips may use satire. Satire makes fun of people, especially public figures such as politicians, in order to criticise them.



NOTE: The **difference** between speech and thoughts are conveyed by either:

- **A solid line bubble for normal speech**

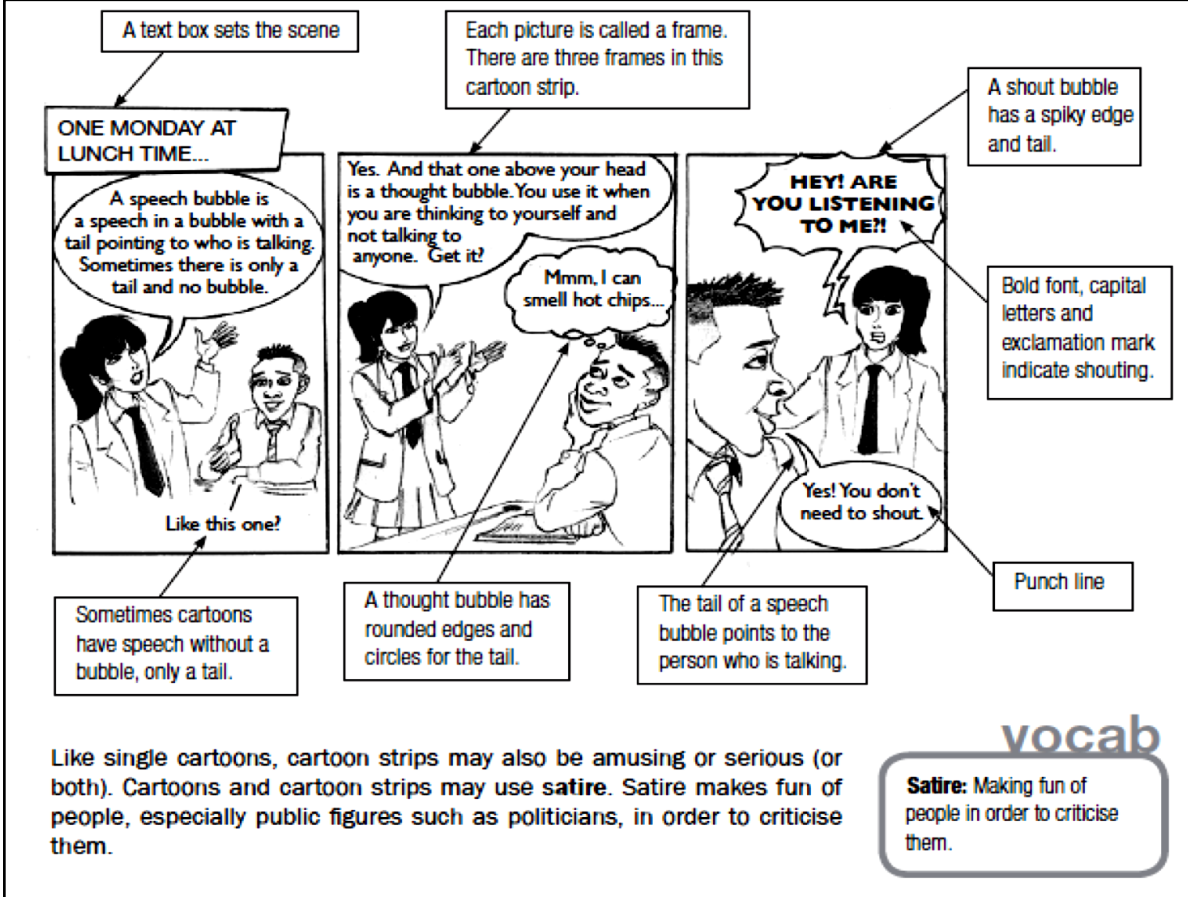


- **A dotted line bubble for whispering:**
i.e. if there are two or more characters, it is called a whisper bubble, but if there is only one character, it shows focus or concentration.



<ul style="list-style-type: none"> • A jagged line bubble for shouting: 	
<ul style="list-style-type: none"> • A small circled tailed bubble for thoughts is called a thought bubble. 	
<ul style="list-style-type: none"> • In some cartoons the speech bubble is not used; instead, a thin line links the speaker to the words 	

Example 1 of how to analyse a cartoon – frames and speech bubbles



Like single cartoons, cartoon strips may also be amusing or serious (or both). Cartoons and cartoon strips may use **satire**. Satire makes fun of people, especially public figures such as politicians, in order to criticise them.

vocab

Satire: Making fun of people in order to criticise them.

B. Characteristics of cartoons

When a cartoon is studied, the following aspects should be considered:

1. Setting/Scenario

Stereotype has a negative connotation. But a stereotype is simply a generalization about how a group of people behaves.

Where and when is the scene taking place.

Take note, the scenario is provided so you can identify the names of characters.

2. Characters

Are they figures in their own right, or do they represent stereotypes?

Note facial expressions, body language and the relationship between characters.

Satire is used in many works of literature to show foolishness or vice in humans, organisations, or even governments – it uses sarcasm, ridicule, or irony.

3. Actions

Note lines and facial expressions that are used to indicate action.

4. Language

Structure: does the cartoon consist of single words, phrases or sentences.

Look at the words depicting *time* (e.g. seldom), *place* (where?), *qualifiers* (big, fast, often).

Remember, these are your adjectives and adverbs).

5. Objective

Is the intention to educate, inform, entertain or satirise?

- When studying cartoons, the focus is on **non-verbal** and **verbal communication**.
Non-verbal communication includes facial expressions, the tone and pitch of the voice, gestures displayed through body language and the physical distance between the communicators. These non-verbal signals can give clues and additional information and meaning over and above the spoken (verbal) communication.
- **Non-verbal communication** includes:
 - facial expressions.
 - the tone and pitch of the voice.
 - gestures displayed through body language.
 - the physical distance between the speakers.
- **Verbal communication** includes aspects such as:

- rhetorical questions
- repetition
- imperative
- minor sentences
- dialogue
- punctuation marks
- tone, amongst others.

Example 2 of how to analyse a cartoon – visual (*signs or marks that provide meaning*) and verbal (words used) clues.

Study the cartoon below, find the examples of visual and verbal clues to understand the cartoon. The analysis follows.

Note: Blocks above cartoons show **visual clues**; Blocks below cartoon show **verbal clues**.

The notes above cartoons are for **visual clues**; the notes below cartoon are for **verbal clues**.

Anger: Hands on her hips, eyes big	Interested: leaning forward to hear	Pointing to herself: emphasise she is Connie Duncan.	Holding phone and looking straight at it.
------------------------------------	-------------------------------------	--	---

Her words are bigger in font. Exclamation mark: shouting. 'Mm' shows interest.	Vocabulary: "on the dot": exactly on time. "wrath": extreme anger	The font of the words 'FOUR SECONDS LEFT' are bigger than the rest, emphasising the time left.
--	---	--

Her eyes are wide open. She is still looking at the phone. Her mouth is wide open. Her eyes are wide open. The words, <u>three</u> , <u>two</u> printed in bigger font.	Words "three, two, o..." become bigger as she gets closer to one. The word "one" is not completed as Jeremy has arrived.	Body language: eyes are smaller. Mother is slumped, shoulders are hanging. Father is looking in the direction of Jeremy.
---	--	--

Jeremy walks in eating and looking at his phone. Humour: Jeremy is exactly on time. He doesn't even look at his mother.	Metaphor: The mother compares herself with a grenade. The pin is not back in the grenade; this implies she can still explode in anger.
---	--

ZITS

3.2 Practice Questions

The questions set here are meant to enhance and test your knowledge of cartoons they will test your knowledge of cartoons as well as language and vocabulary skills.

Study the cartoon BELOW and answer the set questions.

NB: This instruction confines you to the cartoon strips below. Your response to open-ended question must still be based on the cartoon strip.

EFAL : TASK 7

ZITS

Frame 1	Frame 2	Frame 3
---------	---------	---------

Source: Google Free Comic Strips

NOTE: In this cartoon the teenager's name is Jeremy and the woman is his mother

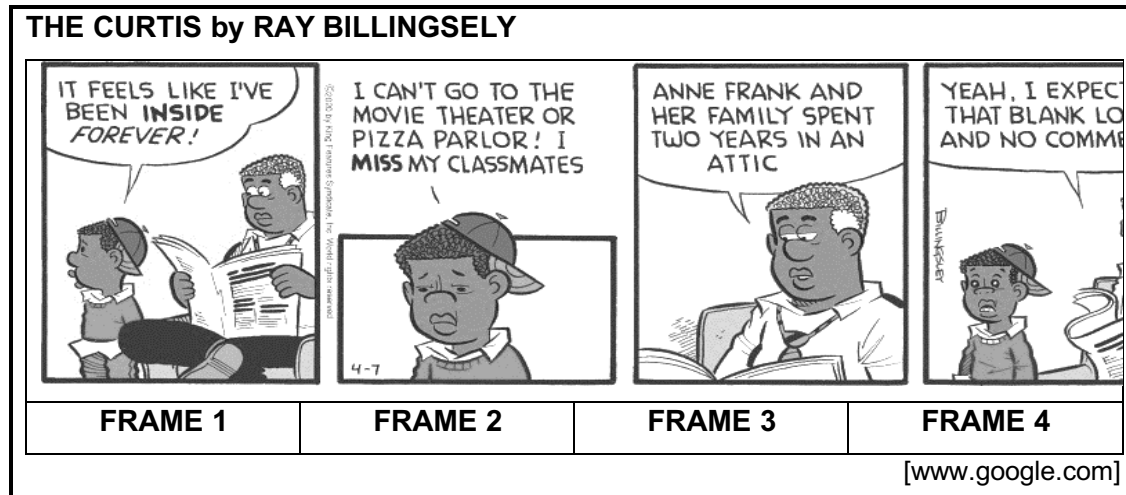
- a) Refer to FRAME 1.
 - i. How does the cartoonist use a visual and a verbal cue to convey the mother's surprise in FRAME 1? (1)
 - ii. How do we know that Jeremy does not often clean his room? (1)
 - iii. Rewrite 'a bunch of stuff' in more formal language. (1)

- iv. Rewrite Jeremy's words **'YEAH AND I FOUND A BUNCH OF STUFF I DIDN'T EVEN KNOW I HAD'** in reported speech. Start with, Jeremy exclaimed (6)
- b) Refer to FRAME 2.
- i. Explain what Jeremy is doing in FRAME 2. (1)
- ii. Choose the correct answer to complete the following sentence:
Write only the number of the questions and the letter you choose for example 2.2. (A).
His mother appears to be ...
- A. disinterested.
- B. unhappy. (1)
- C. focused.
- D. bored.
- c) Refer to FRAME 3.
- i. Explain why Jeremy's attitude is ironic. (2)
- ii. His mother's attitude is different in Frames 1 and 3. Explain the contrast in the two frames by referring to her body language. (2)
- d) Do you think Jeremy's excitement at discovering his window is justified? (2)
Substantiate your answer.

[18]

EFAL: TASK 8

Study the comic strip BELOW and answer the set questions.



The name of the boy in this cartoon is Curtis and the man is his father/dad.

Questions:

- a) Refer to the appearance of the TWO characters.
How can we tell that they are not of the same age group? Mention TWO contrasts. (4)
- b) Refer to FRAME 2.
Identify TWO visual clues which indicates that the boy is sad. (2)
- c) Rewrite the following contractions in full.
I've
Can't (2)
- d) Combine the following sentences into a single sentence:
I can't go to the movie theatre.
I can't go to the pizza parlor.

Begin with: I can neither... (2)
- e) Rewrite the following words in South African English.
theatre.
parlor (2)
- f) Complete the following tag question. Write down only the missing words. (1)

Anne Frank and her family spent two years in an attic?

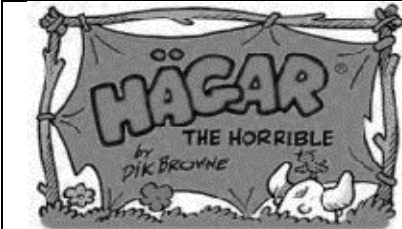








- g) Rewrite the following sentence in the negative form.

I expected that look.

(2)
[10]

EFAL: TASK 9

Study the comic strip BELOW and answer the set questions.

HÄGAR THE HORRIBLE by DIK BROWNE		
		
	FRAME 1	FRAME 2
		
FRAME 3	FRAME 4	FRAME 5
		
FRAME 6	FRAME 7	FRAME 8
[www.google.com]		

In this cartoon Hägar is talking to other Vikings.

Questions:

- a) Rewrite the following sentence in singular form.

Men, today we will fight the biggest battle of our lives.

(4)

- b) Rewrite the following sentence in the reported speech.

Hägar said, 'I want to say to say something important.'

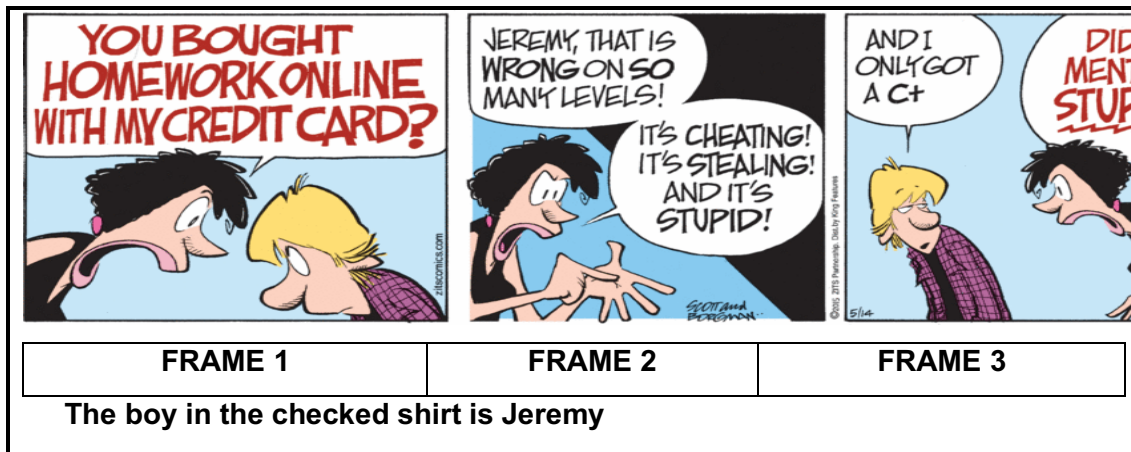
(3)

- c) Rewrite the following sentence in the past tense.
 Vikings have a unique heritage. (1)
- d) Study the following sentence:
Remember, Vikings are brave.
 State the part of speech of EACH of the underlined words. (2)
- e) Refer to FRAME 6.
 Give TWO visual and TWO verbal clues that indicate that Hagar is shouting. (4) [14]

EHL : TASK 10

Study the cartoon and answer the set questions.

TEXT A

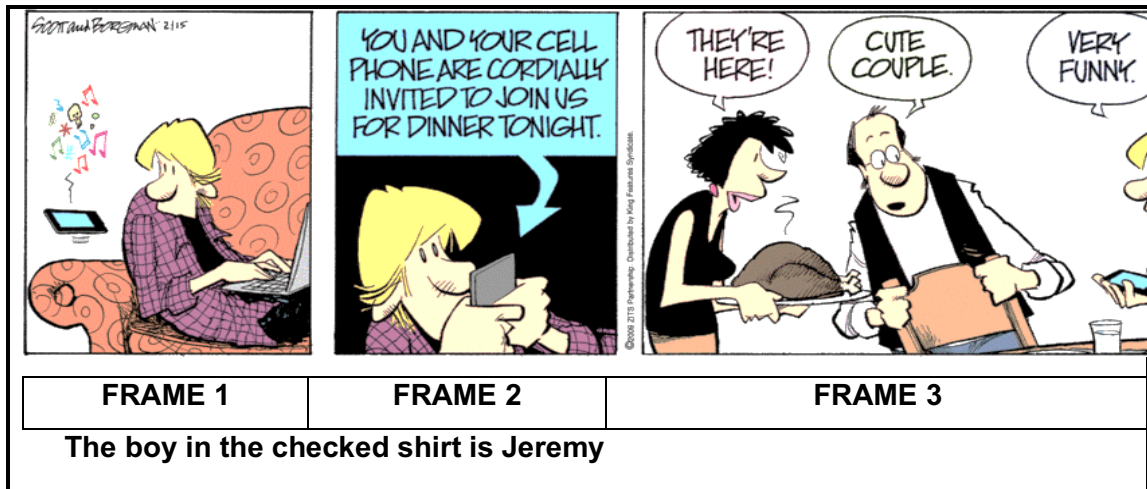


[Adapted from <http://www.cartoonstock.com>]

Questions on text A

- a) From Frames 1 and 3, what can you deduce from Jeremy's body language? (2)
- b) What do you think is the message in this cartoon? Substantiate your answer. (3)

TEXT B



[Adapted from <http://www.cartoonstock.com>]

Questions on Text B

- c) In FRAME 1, the cartoonist uses non-verbal communication as a different technique to those used in FRAMES 2 and 3. Discuss the effectiveness of this technique. (2)

- d) Discuss the humour in the cartoon by making reference to both the visual and the verbal elements. (3) [10]

- e) **LISTENING AND SPEAKING: Prepared speech**
Teenagers and the Internet
 After studying the above cartoons, your teacher gives you the above topic to present to the class as part of your Oral tasks. Write down the notes you will use during your presentation. (15)

- f) **WRITING AND PRESENTING: Book Review**
 You recently read a book by a teenage author with the following title:
Attached to my cell-phone;
 Write a review of this book. (25)

3.3.1 How to prepare/study for the examination on Cartoons



- Focus on the basic features of visual literacy.
- Before analysing the cartoon, pay attention to the characters because in cartoons they play a major role in bringing forth meaning.
- You need to know the key aspects to studying the difference between visual and verbal clues, speech and thought bubbles, etc.
- Develop vocabulary which will help you to describe emotions, facial expressions, and body language because these are key to doing well in this section.
- Practise answering questions based on the cartoon as much as you can. This will develop your confidence in answering any question on the cartoon.
- Regular exposure to a variety of cartoons is not only an enjoyable way of learning an abundance of skills, but it is also essential in equipping you with skills for the visual literacy section of your Paper 1.

3.3.2 Typical examination questions and expected responses

	Typical exam question	Expected response	Mark allocation
1.	Explain the character's attitude in Frame...	Your knowledge of vocabulary used to describe attitude and your knowledge of interpreting a character's body language , is required here. Remember to confine your response to the given Frame.	(2)
2.	Discuss the character's tone in Frame...	Focus on what the character says and how this is presented in the speech bubble, for example, the punctuation and font. The	

		character’s body language and facial expressions are also required.	(2)
3.	Refer to FRAME... Discuss TWO techniques that the cartoonist uses to depict Character A’s attitude.	Revise as many words as you can, which describe ‘attitude’ as this is a common aspect of cartoon analysis. This is a technical question. Indicate an attitude and the two techniques. (Consider/think about the following: characterisation (caricature / stereotype) setting, punctuation, speech bubbles / thought bubbles, presence/absence of speech, facial expression and body language – state explicitly what it looks like, onomatopoeia, movement lines, etc.)	(2)
4.	Comment on the visual and verbal cues in Frame...	Focus on the written text and the image to formulate your answer. A detailed/ critical response is required. You need to elaborate on your points and cite examples directly from the cartoon to validate your response.	(4)
5.	Account for the lack of speech bubbles in Frame...	This is a technical question and it requires you to start by stating what you see in terms the character’s body language, then expand on this.	(2)
6.	Compare the characters’ verbal responses in Frames...and...	Your answer should show change or difference. Use adjectives to describe each character’s response and add this to your answer.	(3)
7.	What does the use of the bold lettering and punctuation reveal	This question calls for your understanding of effects used for communication in visual literacy and in Question 5 of paper	

	about the character's attitude?	1. It is important to study those to respond correctly to this question.	(2)
8.	Discuss the irony in Frame...	Knowledge of the different types of irony will help you to answer this question. In EFAL the question is marked holistically for two marks; ensure that your answer contains both aspects.	EFAL (2) EHL (3)
9.	Critically discuss the stereotypes found in this cartoon strip	Do you know what 'stereotypes' are? If you do, this knowledge is required in this question. Study the cartoon carefully and establish what or who is stereotyped, then move on to how and why it is the case.	(3)
10.	Comment on the sound effects in Frame 3	How are sound effects presented in a cartoon? State how sound is presented in the given frame. Go on to give a reason for this. Usually sound effects are used for emphasis. What is it that the cartoonist wants to emphasise? This will help in scaffolding your answer for the two marks.	(2)

4. Topic Language Structures and Conventions

4.1 Notes/Summaries/Key Concepts

This study guide should have reminded you of the **language structures and conventions** that your teachers have taught you in the context of listening, speaking, reading and writing, and also as part of a systematic grammar programme. Some of the structures and conventions were introduced in earlier grades but may still need to be revised. Below are the lists of all the language structures and conventions you should revise.

Language structures and conventions

Concord, Degrees of comparison, Negative forms, Active and passive voice, Question form, Tag questions, Direct and indirect (reported speech), Vocabulary, Spelling, Derivations, Word meanings, Parts of speech, Punctuation, Verb tenses, Abbreviations and acronyms, Contractions, Cloze passage, Singular and plural

Vocabulary development and language use

Synonyms, antonyms, paronyms, polysemes, homonyms, homophones, one word for a phrase

Figures of speech (simile, metaphor, personification, oxymoron, metonymy, onomatopoeia, hyperbole, contrast, irony, sarcasm, anti-climax, symbol, euphemism, litotes, oxymoron, paradox, pun, understatement, synecdoche) idiomatic expressions/idioms/proverbs

Borrowed, inherited, new words (neologisms), and etymology (origin of words)

A Characteristics of some language structures and conventions

1. Language terms (These must be studied.)

Synonym	A word, morpheme, or phrase that means the same as another word morpheme, phrase. The words begin, start, commence, and initiate.
Antonym	A word that means the opposite of another word. Hot / cold
Paronyms	Words that are pronounced or written in a similar way but have different meanings. alternately and alternatively; collision and collusion
Polyseme	A symbol, word, or phrase meaning many different things. "get" can mean procure, become, or understand.
Homonym	The sound and spelling are the same, and only the meaning changes. "book," can mean "something to read" or "the act of making a reservation."
Homophone	A word that is pronounced the same as another word but differs in meaning. The two words may be spelled the same: rose (flower) and rose (past tense of rise) or differently: rain, reign, and rein.
One word for a phrase	Afford an opportunity= let; at this point in time= now.

2. Vocabulary:

Words and phrases can be classified according to their origin. Some words or phrases are borrowed from other languages and some are idioms that have been part of the language for a long time.

Neologism	A neologism is a new word or expression in a language. "Webinar," "malware," "netroots," and "blogosphere" are just a few examples.
Idiomatic expression	<i>Idiomatic expressions</i> are a type of informal language that have a <i>meaning</i> different from the <i>meaning</i> of the words in the <i>expression</i> . Example of an <i>idiomatic expression</i> : Hold your tongue. This <i>idiom</i> does not actually mean that you should stick your fingers in your mouth and grab a hold of your tongue, but that you should keep quiet.
Idiom	A group of words with a meaning not deducible from those of the individual words. over the moon: to be happy; see the light: to understand
Proverb	A short, well-known saying, stating a general truth or piece of advice. "Early to bed and early to rise, makes a man healthy, wealthy and wise." Meaning: Taking care of yourself leads to success and productivity.
Borrowed	English words with foreign origins. Anonymous (Greek); Loot (Hindi)

3. Parts of words

Words are made up of different parts: prefixes, roots and suffixes.

Prefixes Placed at the beginning and usually identifies some subdivision or part of the central meaning: **inconceivable**

Roots In the middle and gives its central meaning: : **inconceivable** = conceive

Suffixes Placed at the end and modifies the central meaning: **inconceivable**

4. Parts of speech

It is important that you can differentiate between the different parts of speech.

Part of speech	Function	Example words	Example sentence
Verb	action or state	(to) be, have, do, like, work, sing, can, must	<i>English Club</i> is a web site. I like <i>English Club</i> .
Noun	thing or person e.g. common, abstract, collective nouns amongst others.	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, some, many, much, both, this amongst others	I have a dog and some rabbits.
Adverb	describes a verb, adjective or adverb. (manner, time, frequency, probability, duration, degree, adverbial phrases	quickly, silently, well, badly, very, really	My dog eats quickly . When he is very hungry, he eats really quickly .
Pronoun	replaces a noun	I, you, he, she, we, they, which, who, what, amongst others	Tara is Indian. She is beautiful.
Preposition	links a noun, adjective or place or direction 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 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.

5. Question Tags

NOTES: Question tags

Read the notes on **question tags** and then complete the activity.

- Added to the end of a statement.
- A question tag means “Is this true?” or “Do you agree?”
- If the sentence is positive the tag is negative and vice versa.
- They enjoy school, don't they?
- She is not lazy, is she?

6. Punctuation marks

Hyphen: (-) Can be used in compound words, to link words to prefixes, and to show word breaks.

The hyphen rules and examples:

1. To indicate word breaks.
 - These things happened before the pre-enlightenment era.
2. Use a hyphen to join two or more words together into a compound term.
 - My eight-year-old boy loves reading.
3. To link prefixes to words

- Unlike what some people might think, the twentieth-century was very different.

Colon: (:) Can be used to introduce a quotation, an example, a series, or an explanation, to separate two independent clauses, to show emphasis.

- You have two choices: finish the work today or lose the contract.

Semi-colon: (;) Used to separate two independent clauses while still demonstrating that a close relationship exists between them.

- My daughter is a teacher; my son is a doctor.

Apostrophe: (') To show that certain letters have been omitted from a word, to show the possessive form of a noun, in addition to indicating the plural form of lower case letters.

Rules on using the apostrophe:

1. Use an apostrophe to show contractions:

- He is = He's

2. Use an apostrophe to indicate possession:

- Sam's book; The players' uniforms.

Quotation marks: (" ") For quotations and direct speech.

Quotation marks: (" ")

- "I feel I've really earned this," she said, taking up her mug of tea.

Parentheses: () Show additional thoughts about a statement. Brackets, dashes, commas, semi-colons can be used.

- The two brothers (Richard and Sean) were learning how to play guitar.

Ellipses: (...) To show that there has been an omission of some letters or words.

- To be continued...

7. Direct and Indirect/Reported Speech

Read through the **changes** to be made when changing sentences to **Reported Speech**.

1. **Punctuation:** omit the " / ! / ? . Keep capital letters and full stops.

2. **Pronouns:** I/ We change to He/ They
3. **Verbs and modals:** verbs move one tense into the past: is-was; were-had been
4. **Time and place:**
 - today → that day
 - tomorrow → the following day / the next day
 - yesterday → the day before / the previous day
 - the day before yesterday → two days before
 - last week → the week before / the previous week
 - next week → the following week
 - now → then
 - ago → before
 - here → there
 - this → that
 - these → those

Steps to follow:

1. Underline the verb
2. Encircle the pronoun (and remember the required change)
3. Encircle words indicating time or place
4. Rewrite the sentence and add 'that'
5. Remember the verb moves one step back into the past:

Present ⇄ Past:

Past ⇄ Past Perfect

Examples:

is ⇄ was

can ⇄ could

was ⇄ had been

must ⇄ had to

does ⇄ did

didn't ⇄ hadn't

8. Active voice to passive voice

Steps to follow:

1. Underline the verb.
2. Find the subject and object.
3. Start the sentence with the object.

4. Use the past participle form of the verb.
5. Add the correct form of the verb 'to be'.
6. End with 'by' and the subject.
7. Keep the tense of the original sentence.

EXAMPLES:

Tense	Active	Passive
Simple present	He bakes bread.	Bread is baked by him.
Present continuous	He is baking bread.	Bread is being baked by him.
Simple past	He baked bread.	Bread was baked by him.
Past continuous	He was baking bread.	Bread was being baked by him.
Present perfect	He has baked bread.	Bread has been baked by him.
Present perfect continuous	He has been baking bread.	Bread has been being baked by him.
Past perfect	He had baked bread.	Bread had been baked by him.
Simple future	He will bake bread.	Bread will be baked by him.
Future perfect	He will have baked bread.	Bread will have been baked by him.

Examples

In the examination paper, these Language Structures will be worth more marks in Question 5. More structures will be tested in context. The first group of questions will be based on a short prose text like the one below:

QUESTION 5: LANGUAGE AND EDITING SKILLS

5.1 Read the passage (TEXT F) below, which has some deliberate errors, and answer the set questions.

TEXT F

THE GIFT OF LIFE

1 Giving blood is one off the easiest ways to contribute to society. Blood donation safes lives and helps people recover from illnesses, injuries and operations. Like many countries, South Africa has a shortage of blood donors. As a result, the South African National Blood Service (SANBS) works hard to increase the number of donors. 5

2 'Giving blood cost you nothing but is absolutely priceless for the patient in need of blood,' says Silungile Mlambo, chief marketing officer for SANBS. 'Nobody can make a greater impact than saving someone eles life and that is what you do when you donate blood.'

3 Health institutions use donated blood for blood transfusions. This is done in cases of serious injury, surgery, blood disorders, cancer treatments and many other illnesses. 10

4 Blood Donor Month, held in June every year, raises awareness about donating blood to increase supply. 'One of the aims of the month is to encourage younger people to start donating, so that the donor population stays strong,' says Mlambo. 'We encourage the whole society to donate blood'. 15

[Adapted from: *Healthy Times*, Winter 2018]

Some deliberate errors: Identify and correct them ,e.g. **preposition** (off-of), **spelling** (safes-saves) **concord** (cost-costs) **punctuation** (elses-else's)

This prose text requires you to practice your reading skills e.g.: **Analyse the topic**

Read the whole text with understanding, try and identify all the language structures you have learned.

My Hero is You
how kids can fight COVID-19!

IASC
Inter-Agency Standing Committee

The text usually has a topic.

Very few words.

There is always a visual which carries an important message.

4.2 Practice Questions

EFAL: Task 11

LANGUAGE AND EDITING SKILLS

Read the passage below which has some deliberate errors, and then answer the questions that follow.

TAPIWA, AN ENGINEERING GENIUS	
At only 15, Tapiwa is the youngest engineering student at Wits University. 'When People look at me, they see a young village girl, but I am more than that. I want to make a name for myself. 'I can't' wait to graduate and make a difference.'	5
Tapiwa was raised by her grandmother in the rural village of Thulamahashe in Mpumalanga. Luckily for her, Tapiwa's grandmother always pushed her to put her education first. This resulted in her achieving six distinctions on matric when she was 14.	10
Despite being the youngest in her class, Tapiwa is very confident. 'I get support from the people around me. I happen to fit with everyone.'	
She remains optimistic about the future. She also believes that all South Africans can achieve their desired careers, regardless of their gender, race or religion.	
After graduating, Tapiwa plans to become a businesswoman who creates job opportunities for others.	

- a) Correct the SINGLE error in each of the following sentences. Write down ONLY the question numbers and the words you have corrected.
- i. At only 15, Tapiwa is the youngest engineering student at Wits University (1)

- ii. When People look at me, they see a young village girl, but I am more than that. (1)
- iii. I can't wait to graduate and make a difference. (1)
- iv. This resulted in her achieving six distinctions on matric when she was 14. (1)
- b) Rewrite the following sentence in reported speech:
'I want to make a name for myself,' Tapiwa said. (4)
- c) Rewrite the following sentence the simple present tense:
Tapiwa's grandmother always pushed her to put her education first. (1)
- d) Rewrite the following sentence by filling in the correct question tag:
Tapiwa was raised by her grandmother, (1)
- e) Write down the correct form of the word in brackets as used in the following sentence:
Tapiwa's (confident) can be admired. (1)
- f) Rewrite the following sentence in the negative form:
I get support from the people around me. (1)
- g) Choose the correct answer from those given below. Write down only the letter (A-D) next to the question number (5.1.7) in the answer book.
An antonym for the word, 'optimistic' is ...
A ballistic.
B pessimistic.
C enthusiastic.
D bombastic. (1)
- h) Identify the parts of speech of the underlined words:
The hope is that the tour will end with a run in South Africa. (2)

[15]

EFAL: Task 12

LANGUAGE AND EDITING SKILLS

Study the text below and answer the questions.

- a) i. Choose the correct word in brackets to complete the sentence below. Write only the question number (5.2.1 (a) and 5.2.1 (b) and the correct answer in the ANSWER BOOK.

Madiba is regarded as 5.2.1 (a) (a/an) hero 5.2.1 (b) (global/globally). (2)

- ii. Choose the correct answer from those given below. Write down only the letter (A-D) next to the question number (5.2.2) in the answer book.

'Memories and Madiba as you meander ...' is an example of...

- A alliteration.
B assonance.
C personification.
D anti-climax. (1)

- iii. Rewrite the following sentence in the passive voice:

South Africans will always remember Madiba. (1)

- iv. Identify the parts of speech of the underlined words in the following sentences:

- (a) Madiba is a legendary figure. (2)
(b) Nelson Mandela was the oldest president of South Africa. [6]

EFAL: TASK 13

LANGUAGE AND EDITING SKILLS

Read the passage below which has some deliberate errors, and then answer the questions that follow.

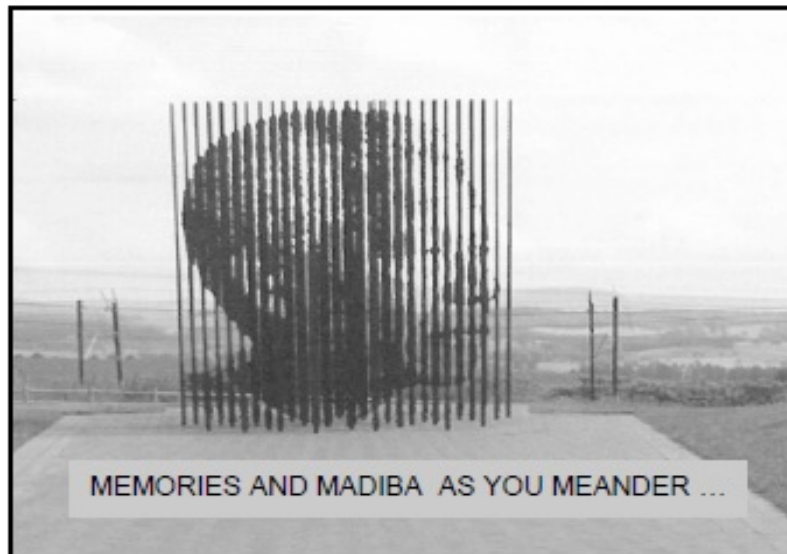
EMOJIS COULD LAND YOU IN HOT WATER

Whoever thought that sending a smiley face or thumbs-up emoji could land you in legal trouble.

Seemingly innocent emojis in a instant message or email could potentially lead to you being bound by unwanted contracts and held liable for damages. This is a warning with Johannes du Plessis, a legal advisor. 5

'Many individuals negotiate lease agreements with landlords or agents, or make purchase and sale agreements with sellers they found in newspaper or website classifieds,' said Johannes du Plessis. ' 10

Placing an emoji like a thumbs-up or a heart which creates the impression of positivity and agreement in the mind of the receiver, might result in the conclusion of a legal contract.'



[Source: Travel/Leisure/Lifestyle, 2018]

Du Plessis explained that this could result in the sender being bound 'as if he had the will and intention to enter into the contract'. 'Should one then breach the contract, you may become liable to the other party for possible damages.'

15

Section 22 of the Electronic Communications and Transactions Act (ECTA), states that contracts, concluded wholly or partly by a data message, are valid in law.

[Adapted from www.timeslive.co.za]

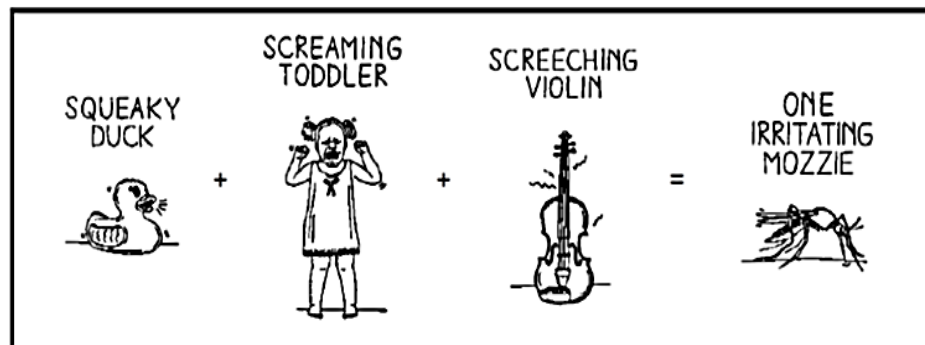
- a) Correct the SINGLE error in EACH of the following sentences. Write down ONLY the question numbers and the words you have corrected.
- i. Seemingly innocent emojis in a instant message or email could potentially lead to you being bound by unwanted contracts and held liable for damages. (1)
 - ii. This is a warning with Johannes du Plessis, a legal advisor.
 - iii. Placing an emoji like a thumbs-up or heart which creates the impression of positivity and agreement in the mind of the receiver, might result in the conclusion of a legal contract. (1)
 - iv. Many people uses emojis to convey messages. (1)
- b) Refer to paragraph 3.
- i. Rewrite the following sentence in the negative form:
Many individuals negotiate lease agreements with landlords or agents. (1)
 - ii Rewrite the following sentence in reported speech:
'Many individuals negotiate lease agreements with landlords or agents, or make purchase and sale agreements with sellers they found in newspaper or website classifieds,' said Johannes du Plessis. (4)
- c) Rewrite the following sentence in the passive voice:
The legal advisor warned the man not to use certain emojis when responding to messages. (1)
- d) Rewrite the following sentence correctly:
Should one then breach the contract, you may become liable to the other party for possible damages (1)

- e) Refer to paragraph 6.
- i. Why is *Electronic Communications and Transactions Act* written in italics? (1)
 - ii. Choose the correct word from those given in brackets.
ECTA is an example of an (acronym/abbreviation) (1)
- f) Complete the following tag question:
- Contracts, concluded wholly or partly by a data message, are valid in law,...?. (1)

[14]

EFAL: TASK 14

Study the text below and answer the questions.



[Adapted: Peaceful Sleep Advertisement, *Woman and Home*, March 2016]

- a) Refer to the following sentence:
- The screaming toddler disturbed the audience at the concert.
- i. Identify the part of speech of the underlined word. (1)
 - ii. Rewrite the sentence in the present tense. (1)
- b) 5.2.2
Rewrite the word 'mozzie' in formal English. (1)

- c) Rewrite the following sentence and provide the correct degree of comparison The sound of the screeching violin is (annoying) than the sound of the squeaky duck. (1)
- d) Give the correct form of the underlined word in the following sentence:
The insect bite caused an irritating. (1)
- e) Provide an antonym for the underlined word in the sentence below:
The toddler had a restless sleep. (1)
- [6]**

4.3 Examination Tips



- In past examinations, candidates have performed poorly in Question 5. Do not be one of them. At Grade 12, you are expected to know your basic grammar: punctuation, sentence structure, ambiguity, reported speech and other terminology.
- You need to practise and apply these skills to retain them.
- Get exposed to texts with errors and try to correct the errors. This can be done both orally and in writing.
- Past question papers that are available on the DBE website ([https://www.education.gov.za/Curriculum/NationalSeniorCertificate\(NSC\)Examinations/NSCPastExaminationpapers.aspx](https://www.education.gov.za/Curriculum/NationalSeniorCertificate(NSC)Examinations/NSCPastExaminationpapers.aspx)) provide an excellent opportunity for you to get exposed to the typical questions asked.
- **Tip:** First answer the questions then mark your work; if your answer is incorrect, go back to the notes to find the reason why your answer is incorrect.

5. General Examination Tips Paper 1

(EFAL and EHL)

Topic	Marks	Strategy
Section A Comprehension Test Text A	24	Read Text A <ul style="list-style-type: none"> • Adhere to instructions
Section A Comprehension Test Text B	6	Study Text B <ul style="list-style-type: none"> • Will be a visual text. • Answer ALL questions by referring to the visual text.
Section B Summary	10 7 for facts 3 for using own words (Lang)	Study Text B ALWAYS WRITE A DRAFT – WRITE ON TOP <i>DRAFT</i> Read the question and UNDERLINE what your summary must respond to Write the topic in LARGE BOLD letters at the top of your planning page. FOLLOW THE FIVE STEPS: <ol style="list-style-type: none"> 1. DELETE: Pick out the less important or repeated ideas from the passage and delete them.

		<p>2. KEEP: Highlight the important details using keywords</p> <p>3. SUBSTITUTE: Remove all unnecessary words and reduce phrases to one word, where possible. Find synonyms for words and replace them.</p> <p>4. LIST: List keywords in the order they appeared in the passage and trim them to topic sentences.</p> <p>5. WRITE: Write a short summary in your own words.</p> <p>NB – you will lose Language marks if you use the words from the passage verbatim.</p>
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NB For EHL – the draft is in note form but the final piece is in paragraph form.

Section C: Language		
Question 3 Analysing an Advertisement Text D	10	<p>Read Text D</p> <p>Think about all the advertising techniques you have learned and apply them in your answers.</p> <p>Adhere to instructions.</p> <p>Know the following key concepts:</p> <ul style="list-style-type: none"> • Headline • Punctuation marks • Slogan • Logo • Copy text • Target audience
Question 4 Analysing a Cartoon Text E	10	<p>Read Text E</p> <p>Think about all the visual literacy clues you have learned and apply them in your answers.</p> <p>Adhere to instructions.</p>

		<p>Know the following key concepts:</p> <ul style="list-style-type: none"> • Visual clues • Body Language • Humour <p>REMEMBER to name visual clues and body language AND link them to a reason e.g. A wide-open mouth (visual clue) indicating she is scared/ angry depending on the message in the cartoon</p>
<p>Question 5 Language and editing Text F</p>	<p>14</p>	<p>Read Text F</p> <p>This text will be in prose.</p> <p>Think about all the language rules you have learned.</p> <p>Pay attention to:</p> <p>Tenses, verbs, parts of speech, prepositions, reported speech, passives, questions, negatives, homophones, homonyms, synonyms, antonyms.</p>
<p>Text G</p>	<p>6</p>	<p>Read Text G</p> <p>This will be a visual text.</p> <p>Think about all the language rules you have learned.</p> <p>Pay attention to:</p> <p>Tenses, verbs, parts of speech, prepositions, reported speech, passives, questions, negatives, homophones, homonyms, synonyms, antonyms.</p>

NB For EHL the total for this question is 10.

6. Possible responses

EFAL: TASK 1 Answers

- a) Vitamin water ✓ (1)
- b) People who drink energy water. / People who enjoy (flavoured) bottled water. ✓ (1)
- c) The advertiser means that there are other sources of energy ✓ and this drink/water can replace those sources as an alternative. ✓ (2)
- d) The picture of a lady charging a cell phone and the visual of a cell/battery which provides energy/power to the cell phone makes the advert about vitamin water that gives energy to those who drink it to be effective. ✓ (2)
- e) i. C/adjective ✓
ii. A/noun ✓
iii. B/ pronoun ✓ (3)
- f) You are up. ✓ (1)

[10]

EFAL TASK 2: ANSWERS

- a) It grabs your attention with the image of a young person with an artificial leg. ✓
It uses clever language ✓; car manufacturers always insist that drivers should use original parts in their vehicles instead of pirate parts ✓, but humans cannot easily replace body parts with originals ✓. (4)

- b) As part of their social responsibility as a car manufacturer✓, they have joined the battle of trying to prevent drivers from driving after drinking✓. (2)
- c) The target audience is anybody who consumes ✓ alcohol and drives a vehicle.✓ (2)
- d) Advertisers can use positive messages to motivate someone to act, ✓or send negative messages to scare people into acting✓. In this case the advertiser hopes to scare young people to not drive while under the influence of alcohol.✓ (3)
- e) Alliteration - the repetition of the -D. ✓ It is effective because the emphasis is placed on each word thus emphasising the message.✓ (2)
- f) You/one should/must not drive after drinking. ✓ /
You/One should/must not drink before driving. ✓ (1)
- g) Human beings cannot trade in body parts for new ones if a body part is damaged. ✓ The advertiser wants to emphasise the consequences of drinking and driving. ✓ (2)
- h) A ✓ spare part ✓ for a human✓ is not✓ as original as the one✓ for a car. ✓ (6) **[22]**

EFAL TASK 3 ANSWERS

- a) i. Best ✓/
Mobile ✓/
Monumental✓ (Any two) (2)
- ii. Greatest ✓/
Moving/flexible ✓/
Top/Foremost ✓(Any two) (2)

- b) The MTN boss said that their commitment was to work even harder.

NOTE: A mark will be allocated for each underlined changes and 1 mark for correct punctuation. (3)

c) **Writing and Presenting**

- The advertisement must:
 - Have a catchy headline to attract the attention of the reader.
 - Inspire action.
 - Create interest in and the desire for the advertised item.
 - Have the following details: a description of the item, the cost involved and the contact details of the seller.
- The target market should be clear.
- The language may be formal or informal but not slang or colloquial. (20)

(No marks will be awarded for illustrations.)

NOTE: A marking rubric which indicates how your advert will be marked is attached.

d) **Listening and Speaking (Prepared Speech)**

- The speech should be written using a suitable salutation/greeting.
- The tone and register should be appropriate for the audience.
- The speech must include the following:
 - an introduction that captures the listener's attention
 - well-developed points.
 - a suitable conclusion.

NOTE: A marking rubric which indicates how your speech will be marked is attached. (20)

EHL: TASK 4 ANSWERS

- a) 'Silence✓ speak louder than words'. Rewrite this expression in its original form. (1)
- b) In the context of the advertisement, 'SHAVATHON' is an example of coining✓/compound word, (shaving + marathon) ✓ (2)
- c) 'maintain social distancing'. It is an oxymoron. ✓ 'Distancing' yourself from the others is anti-social behaviour, but in this case, it is encouraged. ✓ (2)
- d) The pun is on the word 'cancer'. ✓ (2)
CANSAs and Cancer sound the same. ✓ [6]

e) **LISTENING AND SPEAKING: Prepared speech**

NB: Use the rubric for the Prepared Speech to guide you for this task.

Notes

- Register could be semi-formal
 - What is a 'SHAVATHON'- brief explanation
 - What it involves
 - The importance of the event in supporting cancer survivors
 - The value of the donations
- (15)

You will need to expand on each of the given points.

f) **WRITING AND PRESENTING: Informal Letter**

NB: Use the rubric for Transactional Writing to guide you for this task.

Length: 180 to 200 words

As you write your letter pay attention to the following:

- **Content:** made up of your explanation of what the SHAVATHON is all about
- **Register:** Formal, because the principal is your **Audience**

(25)

- **Purpose:** To convince the principal to realise the importance of the event in order to market it to the rest of the school.

EHL TASK 5 ANSWERS

- a) 'To show contraction (it is) ✓ and possession (the exhaust emissions from the car) ✓ (2)
- b) 'Leading hybrid' ✓ and 'clean diesel engine' ✓ (they describe 'technologies') (2)
- c) 'We believed ✓ in preserving the delicate balance between man and nature. (1)
[05]
- d) **LISTENING AND SPEAKING: Unprepared Speech**
Points for the Unprepared Speech
- Clean environment
 - Save nature and human beings
 - The only company aware of the damage on the environment due to exhaust emissions
 - The company's service to the SA population and their good health (15)
- e) **WRITING AND PRESENTING: Interview**
NB: Use the rubric for Transactional Writing to guide you for this task.
- Ask open ended questions to full answers to your questions. Include the following:
 - What does 'zero emissions' mean?
 - How does the company hope to achieve this?
 - What led the company to take up the campaign against exhaust emissions?
 - Use a valid dialogue format (25)

EHL TASK 6 ANSWERS

- a) Endless/boundless/infinite✓ (1)
 - b) Very Important Person(s) ✓ (1)
 - c) pronoun✓ (1)
 - d) Smartphone✓ (1)
 - e) Limitless is an adjective; a word used to describe limitless talk✓. (1)
- [5]**

EFAL TASK 7 ANSWERS

- a)
 - i. Visual: her mouth is wide open/her eyes are wide open✓.
Verbal: The exclamation marks/ short sentences✓. (2)
 - ii. He says he found things he did not even know he had. (May quote) (1)
 - iii. A large number of possessions. (1)
 - iv. Jeremy exclaimed that he✓ had found✓ a bunch of stuff he✓ hadn't even known✓ he ✓had had✓. (6)
- b) Refer to FRAME 2.
 - i. He is showing his mother some of the objects he found. (1)
 - ii. C / focused (1)
- c)
 - iii. He triumphantly points to the window he thought he never had, but it was always there, only hidden behind the mess in his room.✓ ✓, (2)
 - iv. In FRAME 1 his mother is smiling ✓ and her words are encouraging. In FRAME 3 she is standing upright, but she is speechless ✓indicating her shock at Jeremy's wrong perception. (2)

- d) Open-ended. Accept a suitable response, e.g.

Yes

Teenagers are renowned for not cleaning their rooms and they are usually self-absorbed; he might never have seen the window before, therefore his excitement is justified. ✓✓

OR

No

Jeremy should have more respect for himself and his parents and keep his room neat and tidy. He should therefore not feel excited about something that is his responsibility. ✓✓

NOTE: You are not awarded a mark for writing Yes or No. You are awarded a mark for explaining why you agree (Yes) or disagree (No). (2)

[18]

EFAL: ANSWERS TASK 8

- a) The boy has black hair ✓ the man has grey hair. ✓

The boy is wearing a cap ✓ while the man is not. ✓

The man is reading a newspaper ✓ while the boy has his hands in his pockets. ✓

The boy is small ✓ and the man is big. ✓ (4)

NOTE: Any TWO of the above answers.

- b) The boy's mouth is curving down. ✓

His eyes are facing down. ✓

There is a frown on his forehead. ✓ (Accept any TWO) (2)

- c) Rewrite the following contractions in full.

I have ✓

cannot ✓ (2)

- d) I can neither go to the movie theatre nor the pizza parlor. ✓✓ (2)

- e) theatre ✓

parlour ✓ (2)

- f) Anne Frank and her family spent two years in an attic, didn't they? ✓ (1)
- g) I did not/ didn't ✓ expect ✓ that look. (2)
- [10]

EFAL: TASK 9 ANSWERS

- a) Man, ✓ today I ✓ will fight the biggest battle of my ✓ life. ✓ (4)
- b) Hagar said that he wanted to say something important.
ONE mark for each underlined change and a mark for correct punctuation. (3)
- c) Vikings had a unique heritage. ✓ (1)
- d) Remember = Verb ✓
Vikings = Noun ✓ (2)
- e) **Verbal**
Words are in bold /bigger font. ✓
There is an exclamation mark. ✓
Visual
Hagar's hands are stretched out. ✓ (4)
There are movement lines around his hands suggesting that his hands are moving. ✓ [14]

EHL: TASK 10 ANSWERS

- a) He is scared/apprehensive. ✓ In FRAME 1, he looks covered (bent forward) and in both FRAMES he has expressionless eyes. ✓ (2)
- b) The cartoonist is illustrating the over-reliance on the internet ✓ and how it has led to young people failing to do simple things like homework without turning to it, to the extent of using parents' credit cards to purchase the homework online. ✓ Jeremy is in trouble for having stolen his mother's credit card to purchase homework on line, which upset his mother as illustrated in Frame 1 when she screams at him. ✓ (3)

c) Non-verbal communication is effective in that it reveals a character's feelings and attitude. ✓ For example, in Frame 1, it is clear that Jeremy is surprised by the incoming call on his cell phone. His narrowed eyes reveal this. ✓ (2)

d) The humour is based on irony. ✓ It is ironic that Jeremy's parents have to send him a text message inviting him and his phone to dinner when they all live in the same house. In Frame 1, Jeremy gets a text message alert on his cell phone, and in Frame 2, he reads it, only to realise it is from his parents who are in the kitchen. ✓

When Jeremy promptly responds, his parents mock him by calling him and his phone a 'cute couple'. This is ironic as well because it would have taken Jeremy a long time to get to the dinner table if he had to leave his phone, so his parents had to invite the 'cute couple' and not one of them. The way Jeremy's father looks at the 'couple', with his head cocked to the side as if he is admiring them in Frame 3, also brings out the humour. So does his mother's shout of 'here they are' as if it is at a wedding ceremony when the bride and groom appear. Jeremy does not realise the seriousness of the whole situation and sees it as 'funny.' ✓ (3)

[10]

NB: Any 3 of the points mentioned here can be part of your answer. This is lengthy because it guides you in scaffolding your response to such questions.

e) **LISTENING AND SPEAKING: Prepared speech**

Notes

- How teenagers use the internet.
- Addicted to the screen.
- Advantages and disadvantages
- Safety on the internet
- Relationships in the family
- Impact on schoolwork

(15)

f) **WRITING AND PRESENTING: Book Review**

N.B. The rubric for transactional text will guide you on completing this task.

- Correct format for a book review
- The title and its relevance
- The author and publisher
- The genre (type of writing)
- Your rating of the book

(25)

EFAL: TASK 11 ANSWERS

- a) i. University ✓ (1)
- ii. see ✓ (1)
- iii. can't ✓ (1)
- iv. in ✓ (1)
- b) Tapiwa said that she ✓ wanted ✓ to make a name for herself. ✓
NOTE: You will be awarded a mark for each of the underlined changes and 1 mark for correct punctuation. (4)
- c) Her grandmother always pushes her to put her education first. ✓ (1)
- d) Tapiwa was raised by her grandmother, wasn't she/was she not? ✓ (1)
- e) confidence ✓ (1)
- f) I do not/ don't get support from people around me. ✓ (1)
- g) B/pessimistic ✓ (1)
- h) definite article ✓ (2)
noun ✓

[15]

EFAL: TASK 12 ANSWERS

- a) 5.2.1 (a) a ✓ (1)
(b) globally ✓ (1)
- b) 5.2.2 A/alliteration ✓ (1)
- c) 5.2.3 Madiba will always be remembered by South Africans. ✓ (1)
- d) 5.2.4 (a) adjective ✓ (1)
(b) (common) noun ✓ (1)

[6]

EFAL: ANSWERS TASK 13

- a) i. an ✓ (1)
ii. from ✓ (1)
iii. receiver ✓ (1)
iv. use ✓ (1)
- b) a) Many individuals do not negotiate lease agreements with landlords or agents. ✓ (1)
b) Johannes du Plessis said that many individuals negotiated ✓ lease agreements with landlords or agents or made ✓ purchase and sale agreements with sellers they had found ✓ in newspapers or website classifieds.

NOTE: Award 1 mark for each underlined change and 1 mark for correct punctuation. (4)

- c) The man was warned by the legal advisor not to use certain emojis when responding to messages. ✓ (1)

- d) Should **you** then breach the contract, **you** may become liable to the other party for possible damages.✓

OR

Should **one** then breach the contract, **one** may become liable to the other party for possible damages.✓ (1)

- e) i. It is the name of the act. / proper noun✓ (1)
ii. acronym✓ (1)

- f) Contracts, concluded wholly or partly by a data message, are valid in law, aren't they?✓

OR

Contracts, concluded wholly or partly by a data message, are valid in law, are they not? ✓ (1)

[14]

EFAL: TASK 14 ANSWERS

- a) i. Adjective✓ (1)
ii. The screaming toddler disturbs/is disturbing the audience✓ (1)
- b) mosquito✓ (1)
- c) The sound of the screeching violin is more annoying than the sound of the squeaky duck.✓ (1)
- d) irritation✓ (1)
- e) peaceful/restful✓ (1)

[6]

7. Reference

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8. Acknowledgement

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DBE Subject Specialist: Bulara Monyaki

The development of the Study Guide was managed and coordinated by Ms Cheryl Weston and Dr Sandy Malapile

9. MARKING RUBRICS

(Below is a marking rubric that will be used to mark a speech. Look at the allocation of marks and this will help you to prepare and present a speech that will be worth the highest marks.)

FIRST ADDITIONAL LANGUAGE: ASSESSMENT RUBRIC FOR PREPARED SPEECH: GRADE 10 – 12 [10x2 = 20]

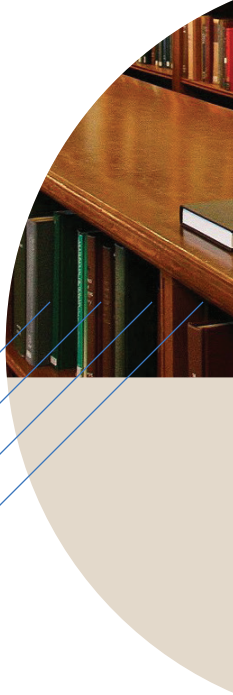
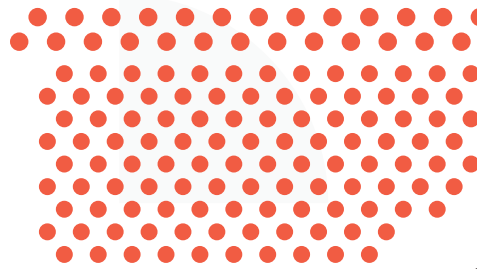
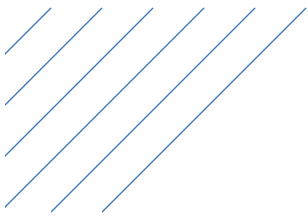
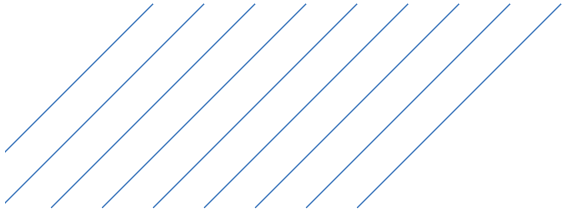
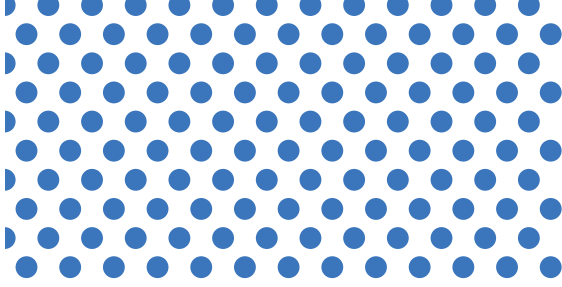
Criteria	Exceptional 10-8	Skillful 7-6	Moderate 5-4	Elementary 3-2	Inadequate 1-0
Research skills	Convincing evidence that a wide range of interesting and relevant sources have been consulted	Good evidence that a wide range of interesting and relevant sources have been consulted	Satisfactory evidence that relevant sources have been consulted	Some evidence that relevant sources were used	Limited evidence of partial use of sources
Planning and organisation of content	A wide range of new and interesting facts and examples make the presentation impressive	Interesting facts and examples contribute to a well-structured presentation	Presentation is interesting and some new and interesting facts and examples have been given	Presentation is adequate but without the spark of new ideas, facts or information	Little evidence of research owing to lack of new ideas, facts or information
	Thoroughly planned according to task, audience, context and format	Well planned according to task, audience, context and format	Satisfactory planning according to task, audience, context and format	Adequate planning according to task, audience, context and format	Evidence of some planning according to task, audience, context and format
	Striking introduction which immediately grips audience attention	Good and appropriate introduction which arouses interest	Reasonably good introduction which still arouses interest	Introduction adequate which arouses some interest	Some evidence of introduction, but barely arouses interest
	Brilliant development of ideas and argument	Good, and sustained development of ideas and argument	Good development of argument which can be followed easily	Adequate development of ideas and argument but has problems with cohesion	Some arguments can be followed, but others are inconsistent / can barely be followed
	Content reflects outstanding creativity, originality and mature insight	Content reflects creativity originality and some insight	Content fairly original, but not always creative and insight sometimes lacking	Content shows some originality, but not always creative and lacks insight	Content is barely original and lacks creativity or originality
	Skillful ending thoroughly drawn together	Good conclusion	Reasonably good ending, but sometimes lacks cohesion	Adequate conclusion, but lacks cohesion	Hardly any evidence of a conclusion
Use of language, tone, speaking and presentation skills	Natural delivery, a fluent skilled and animated presenter	Good presenter, fluent presentation	Reasonably fluent presenter, but sometimes shows hesitation	Sometimes fluent	Lacks fluency, hesitant, lacks expression
	Clearly audible articulation	Largely audible articulation	Reasonably clear articulation and audibility	Only relatively audible and articulate	Articulation not clear and hardly audible
	Confident delivery with very little use of notes	Notes used effectively	Some dependency on notes but still good contact with the audience	Use of notes often detracts from presentation	Dependent on notes
	Eye contact, facial expressions, gestures and body language outstanding, functional and convincing	Eye contact, facial expressions, gestures and body language largely functional and convincing	Eye contact, facial expressions, gestures and body language reasonably convincing	Inadequate eye contact, facial expressions, gestures and body language, not always convincing	Very little eye contact / facial expressions / body language
	Appropriate style and register Thorough, mature vocabulary and creative language use	Appropriate style and register Good vocabulary and creative language use	Style and register mostly appropriate Reasonably mature vocabulary and creative language use	Style and register rarely appropriate Adequate vocabulary and language use	Mostly inappropriate style and register Limited vocabulary and language use
	Outstanding language manipulation in order to evoke audience response Exceptional awareness of language, especially on sensitive issues	Good language manipulation in order to evoke audience response Good awareness of language, especially on sensitive issues	Reasonable language manipulation in order to evoke audience response Reasonable awareness of language, especially on sensitive issues	Some language manipulation in order to evoke audience response Some awareness of language, especially on sensitive issues	Struggles to manipulate language in order to evoke audience response Seldom aware of language, especially on sensitive issues
	Excellent and thoughtful choice and presentation of visual/other aids, fully integrated into the speech to contribute effectively to the success of the presentation (where used) Audience reaction overwhelmingly positive	Good and appropriate choice and use of visual / other aids successfully integrated into the speech to contribute effectively to the success of the presentation (where used) Audience interest sustained.	Visual/other aids are mostly relevant to the topic and contribute to the success of the presentation (where used) Most members of the audience follow with interest	Visual / other aids poorly used, not always totally appropriate (where used) Mixed reaction from the audience	Use of aids clumsy and not functional (where used) Lack of audience interest shown

Below is a marking rubric that will be used to mark an advertisement. Look at the allocation of marks and this will help you to create a text that will be worth the highest marks.)

ASSESSMENT RUBRIC FOR SHORTER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [20 MARKS]

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
	10–12	8–9	6–7	4–5	0–3
CONTENT, PLANNING & FORMAT Response and ideas; Organisation of ideas; Features/conventions and context 12 MARKS	-Outstanding response beyond normal expectations -Intelligent and mature ideas -Extensive knowledge of features of the type of text -Writing maintains focus -Coherence in content and ideas -Highly elaborated and all details support the topic -Appropriate and accurate format	-Very good response demonstrating good knowledge of features of the type of text -Maintains focus – no digressions -Coherent in content and ideas, very well elaborated and details support topic -Appropriate format with minor inaccuracies	-Adequate response, demonstrating knowledge of features of the type of text -Not completely focused -Some digressions -Reasonably coherent in content and ideas -Some details support the topic -Generally appropriate format but with some inaccuracies	-Basic response, demonstrating some knowledge of features of the type of text -Some focus but writing digresses -Not always coherent in content and ideas -Few details support the topic -Necessary rules of format vaguely applied -Some critical oversights	-Response reveals no knowledge of features of the type of text -Meaning obscure with major digressions -Not coherent in content and ideas -Very few details support the topic -Necessary rules of format not applied

LANGUAGE, STYLE & EDITING	7–8	5–6	4	3	0–2
<p>Tone, register, style, vocabulary appropriate to purpose and context;</p> <p>Language use and conventions;</p> <p>Word choice;</p> <p>Punctuation and spelling</p> <p>8 MARKS</p>	<p>-Tone, register, style and vocabulary highly appropriate to purpose, audience and context</p> <p>-Grammatically accurate and well-constructed</p> <p>-Virtually error-free</p>	<p>-Tone, register, style and vocabulary very appropriate to purpose, audience and context</p> <p>-Generally grammatically accurate and well-constructed</p> <p>-Very good vocabulary</p> <p>-Mostly free of errors</p>	<p>-Tone, register, style and vocabulary appropriate to purpose, audience and context</p> <p>-Some grammatical errors</p> <p>-Adequate vocabulary</p> <p>-Errors do not impede meaning</p>	<p>-Tone, register, style and vocabulary less appropriate to purpose, audience and context</p> <p>-Inaccurate grammar with numerous errors</p> <p>-Limited vocabulary</p> <p>-Meaning obscured</p>	<p>-Tone, register, style and vocabulary do not correspond to purpose, audience and context</p> <p>-Error-ridden and confused</p> <p>-Vocabulary not suitable for purpose</p> <p>-Meaning seriously impaired</p>



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