

ENGLISH

HOME LANGUAGE

PAPER 1 RESOURCE PACK



KZN PROVINCIAL TEAM

ENGLISH HOME LANGUAGE PAPER 1 RESOURCE BOOKLET

INTRODUCTION

The English Home Language Paper One resource pack has been compiled from a wide variety of sources, including amongst others the CAPS Document, various support materials, textbooks, the internet as well as input from English HL educators.

The purpose of the resource pack is to assist both educators and learners.

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- | | | |
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PREAMBLE:

The aim of this teaching aid is to show the learner that any question in Paper 1 is accessible and that they should not feel intimidated by the text or the instructional verbs. Learners must be encouraged to practise as many past papers as possible, prior to the exam, to ensure that they are fully prepared. It **is** possible to score marks in this paper if you study!

Understanding question levels and how to answer them:

Level 1	Level 2	Level 3	Level 4	Level 5
HERE		HIDDEN	HEAD / HEART	
Literal	Re-organisational	Inference	Evaluation	Appreciation
40%		40%	20%	
<u>P</u> oint and <u>E</u> xample (Direct from the text)		<u>E</u> xplain (Why? So what?)	<u>L</u> ink and <u>S</u> ubstantiate (offer personal opinion)	
PEELS = <u>P</u> oint, <u>E</u> xample, <u>E</u> xplain, <u>L</u> ink, <u>S</u> ubstantiate				
Although we have isolated the levels in this chart, levels are usually integrated in a question.				

Notes for the teacher:

The above chart assists the teacher in setting questions and analysing the memorandum. Based on the level of your class/learner, the learner should be encouraged to attempt EVERY question in Paper 1. This table indicates that an opportunity exists for learners to score AT LEAST 1 mark for every question in the comprehension section alone.

The following section analyses all the questions in the **NSC Paper 1 2018** examination. Teachers should go through this paper in detail, and allow learners to make notes for each question. This should build their confidence and offer them guidance to answer every question in the paper.

ANALYSIS OF PAPER 1

SECTION A – COMPREHENSION

TYPES OF COMPREHENSION QUESTIONS

There are generally **THREE** types of comprehension questions:

1. **GENERAL COMPREHENSION** questions test your understanding of the text.
E.g. Account for the writer's feelings in paragraph 1? (2)
2. **VOCABULARY TYPE** questions test word meanings (synonyms, antonyms, etc.)
E.g. Explain what the writer means by, 'The young men and women seem lost in the designer clothes, dwarfed and dehumanised by their possessions, as if ownership has gone into reverse.' (2)
3. **TECHNICAL TYPE** questions test the style/presentation/construction of the text.
E.g. Explain the writer's purpose in referring to various research findings. (2)

The following phrases are usually included in a technical-type question. For each phrase we have indicated words/phrases that you may use to respond to the question.

INCLUDED IN THE QUESTION	POSSIBLE RESPONSE
use of statistics or numbers / direct speech	adds credibility, validity, authenticity provokes an emotional response to convince, manipulate, persuade
reference to the grammar or style e.g. use of formal / conversational language, slang, personal pronouns ('I', 'you', 'we') choice of diction use of punctuation use of hyperbole	involves/engages the reader personally (colloquial language, informal) add credibility, validity, authenticity (formal writing) provokes an emotional response (emotive words) adds authenticity to reach a possible solution
rhetorical questions use of repetition	provokes an emotional response encourages thinking / an opinion emphasises / highlights the writer's point about... to convince, manipulate, persuade
short paragraphs or single sentence	emphasises / highlights the writer's point / message evokes a response adds impact
use of figurative language e.g. imagery, simile / metaphor/ alliteration	emphasises / highlights (the writer's message) engages the reader

Note to teacher:

According to the diagnostic report on this paper, learners grappled with understanding the concept of materialism. Learners must be encouraged to read the newspaper at least once a week to familiarise themselves topical and current subject matter.

Generally, the first four, 2 mark questions, lend itself to rephrasing (finding suitable synonyms) OR a POINT- EXPLANATION TECHNIQUE.

QUESTION 1.1

Account for the writer's feelings in paragraph 1.

(2)

Note that this question is a comprehension-type question and an accessible one as you merely have to "rephrase" the existing words in the paragraph. i.e. "that inspires more than the usual revulsion towards crude displays of opulence"

Answer:

The writer is **disgusted** by/pities (writer's feelings) the flashy/obscene displays of wealth by spoilt teenagers (account for his feelings).

revulsion = disgusted by
crude displays of opulence = flashy displays of wealth

QUESTION 1.2

Explain what the writer means by, 'The young men and women seem lost in the designer clothes, dwarfed and dehumanised by their possessions, as if ownership has gone into reverse.'

(2)

Note that this question is a VOCABULARY and COMPREHENSION TYPE question. The word 'means' in the question is a trigger word to guide your response. Again, take note that a mere paraphrasing or explanation of particular words are required here.

Answer:

The possessions seem to own the person, who has been dwarfed; the youth have become less human, 'dehumanised' by their possessions, as ownership has been reversed.

2 marks awarded for 2 ideas

Many learners did not discuss ALL the concepts of the question – 'dwarfed', 'dehumanised' and 'ownership has gone into reverse'.

QUESTION 1.3

Discuss the point the writer is making in lines 14 – 15: 'a photograph whose purpose is to illustrate plenty seems instead to depict a void.' (2)

Answer:

It is ironic that **POINT**

while these young people intending flaunting their abundant possessions, **EVIDENCE** they actually reveal how empty their lives are. **EXPLAIN (LINK BACK TO POINT)**

Always use 'BUT'/'HOWEVER'/'ALTHOUGH' when answering a question with IRONY!

QUESTION 1.4

Refer to paragraphs 3, 4 and 5. Explain the writer's purpose in referring to various research findings. (2)

This is a TECHNICAL TYPE QUESTION. Whenever you see a question like this, you can offer the same TYPE of response. Practise this with past papers.

Answer:

The writer wishes to provide convincing evidence to support his view/ validate/ add credibility to his argument.

QUESTION 1.5

Why, in your view, does the writer distinguish between 'consumers' and 'citizens' (line 38)? (3)

In Q1.5, many candidates did not provide the reasons for the writer's use of the two distinct concepts, 'consumers' and 'citizens'; instead they focused on defining the two terms. Further, this question requires an analysis of DICTION – see the underlined parts of the answer. NOTE: The question did not ask you to DEFINE the terms! To 'distinguish between' is to differentiate or tell apart.

Answer:

A negative connotation is attached to the word 'consumers', who are viewed as those who purchase goods without discernment. They are self-absorbed individuals ('more competitive and more selfish') who do not engage with others and lack 'social responsibility'. 'Citizens' carries a positive connotation; they would be discerning and add value to society.

Award 3 marks only if both concepts have been addressed.

QUESTION 1.6

Discuss the paradox in paragraph 7. (3)

Paradox: a seemingly absurd or contradictory statement or proposition which when investigated may prove to be well founded or true.

Answer:

The research findings are contrary to what people believe: materialism is associated with happiness.

However, materialism is the enemy of fulfilment. /

People turn to consumerism to fill their loneliness YET this consumerism makes them lonelier and isolated. /

A consumer journal should promote consumerism YET this one publishes negative viewpoints on consumerism / discourages consumerism.

Like irony, a question with PARADOX in it, must include the words YET / HOWEVER / BUT – shows a discrepancy. Further, you should know what the word ‘PARADOX’ means. Learn these concepts. You can study this!

QUESTION 1.7

Refer to paragraph 8. Critically comment on TWO elements of style used by the writer in this paragraph. (3)

‘Style’ questions – literary devices that the writer uses to create a ‘feel’ for his work or to convey his message

Firstly, when answering a ‘style’ question ask – What is the writer’s message? Aim? Intention?

Secondly, look at one or more of the following literary devices and see how it links to the writer’s message:

Diction – emotive words

Punctuation – question mark (rhetorical question), exclamation mark, ellipsis

Use of personal pronouns – ‘I’ ‘we’

Metaphorical language – hyperbole, satire, sarcasm

Structure of the paragraph – one sentence?

LEARN THIS!

In this question, many learners failed to ‘comment critically’ on the style used in paragraph 8. They resorted to merely listing language conventions and were unable to critically discuss stylistic techniques. You need to EXPLAIN and not just LIST!

Answer: (See teaching notes in BOLD).

*The writer uses **STYLISTIC** techniques to strengthen his argument that materialism gives rise to a cycle of destruction. (For what? Why? Now HOW?)*

Metaphorical expressions/hyperbole such as ‘self-mutilation’ and ‘smashed’ (WHY?) to highlight the destructive nature of an obsession with possessions.

The satirical remark, ‘a Rolex short of contentment’, graphically illustrates the insatiable / unquenchable /greedy nature of materialism.

The writer inserts a short exclamation ‘There is no end to it!’ to emphasise his exasperation with endless consumerism.

Strong emotive words – diction – e.g. ‘distressed’, ‘forces’ and ‘smashes’ effectively convey a sense of destruction.

Conversational style/use of personal pronouns creates a bond of confidence between the writer and the reader.

QUESTION 1.8

Is paragraph 10 a suitable conclusion to the article as a whole? Justify your response. (3)

Whenever you see a question about the conclusion, think SUMMARISE! What is it summarising? How is it doing this?

Answer:

The writer summarises (WHAT?) the adverse/negative impact of materialism. (JUSTIFY THIS!) He refers to the initial image of 'deluded youth' and expands his focus to the broader society. He also draws the reader into his argument through the use of first person pronouns. (SO?) The writer contends that every member of society falls prey to the destructive cycle of materialism.

Analysis – What is the aim of this conclusion? Does it fulfill this aim? How do you know this? Give evidence from the text.

QUESTION 1.9

Explain how the thought bubbles of the two characters convey their attitudes toward the film. (3)

For an 'attitude' question, immediately think of suitable adjectives for the attitude. In this question, use directional phrases– 'the left', 'the right'. Only provide an explanation of the thought bubbles in terms of the attitude.

Answer:

The viewer on the left is disgusted (attitude) by what he is viewing. (Now explain why he is disgusted) He views the characters in the film as shameful criminals. He embodies the morally correct reaction to what he is viewing. The viewer on the right is enthusiastic / engaged (attitude) as he enjoys /susceptible to this lavish lifestyle. (Offer a comparison between the TWO characters).

QUESTION 1.10

Critically discuss the cartoonist's message in TEXT B. (3)

You must go beyond the text whenever you see "Critically discuss" – read between the lines.

The key word here is 'CRITICAL' Level 5 – HEAD/HEART – Evaluation. You are not merely identifying the cartoonist's message BUT making an evaluation on it.

Answer:

The cartoonist is critical of the public's gullibility and lack of discernment. Some of the people are satirically portrayed as being devoid of the ability to think critically (easily manipulated by what they see). The film industry has undue influence on social conscience.

3 parts to this answer – gullible, lack judgement, influenced by the film industry

QUESTION 1.11

To what extent does TEXT B support the title and paragraph 1 of TEXT A? Motivate your response. (4)

Many learners offer a partial response to this type of question. Read carefully as you need to refer to the title and paragraph 1 of Text A. In addition, candidates were unable to scaffold their responses.

Answers:

Text B portrays the manner in which our morals are compromised by the created images of materialism. The opulent lifestyle of villains is seen as desirable. The headline of Text A refers to the effect of a materialistic society: moral decay erodes our humanity via the imagination ('eats us from

the inside out'). The possessions idolised by the Rich Kids of Instagram **are similar to** the desired lifestyle in Text B. **In both texts**, materialism is acceptable when it is glamorised. **Both** the writer and the cartoonist disapprove of our mindless acceptance of materialism.

Always refer to BOTH texts. Use words like 'similarly', 'as in Text...', 'in the same way'. Look for common aspects/messages OR alternate ones. Only refer to the parts of the text specified in the question!

SECTION B: SUMMARY WRITING

QUESTION 2 - SUMMARY

For the summary, learners must be encouraged to set out their work correctly.

Basic guidelines for learners:

- ✓ Teach them how to highlight the instructions.
- ✓ Label 'Rough Work'.
- ✓ Label 'Final Draft'.
- ✓ Remind them that it must be a SINGLE paragraph.
- ✓ Ensure that they include the CORRECT word count.

Note to the teacher:

As a teacher, know how to mark the summary so that your feedback is correct. Use the marking guide from the department memorandum – 7 marks per point and 3 marks for language. However, take note that this mark is dependent on whether it is a QUOTATION or not. A quotation is considered such ONLY if it is verbatim from the passage. Do not penalise learners if they quote MOST words but use synonyms for SOME words. 'Use your own words' does not mean give your own opinion. The approach to teaching summary is VERY easy if you follow this guide.

HOW TO DO A FIRST DRAFT

UNDERLINE the instruction

THE IMPACT SUPERHEROES HAVE ON THE YOUTH

Learners must be encouraged to **write** on the question paper. So, tell them to use a pencil to underline key words/phrases.

Step one

What is the summary about? You should have a gist of what is being spoken about here.

Underline the important points in the text by referring to the instruction. Every point should answer the instruction. For example:

ARE THESE WORDS SHOWING the IMPACT that superheroes have on the youth?

You should have underlined the following points from the passage:

- 'we develop our reading ability'

- 'influence our behavior... and attitudes'
- 'helps children learn language'
- 'develop our emotions' 'allows the expression of emotions, both negative and positive'
- 'form various perspectives on a situation and test the consequences of actions.'
- 'develop our morals' 'play out moralistic dilemmas' 'use their moral compass... before making big decisions'
- 'control or "master" the world'
- 'observe how...problem solves through ethically sticky situations'
- 'influence our leadership ability' 'display pro-social behavior, leadership and a variety of positive attitudes'
- 'unwillingness to be a bystander' 'learning to help others'

Step two

Use the underlined words from the passage to write out your SEVEN POINTS in your own words.

For example:

This is what you underlined	This is what you could say
'we develop our reading ability'	Children develop reading skills.
'influence our behaviour... and attitudes'	Their behaviour and outlook on life are influenced.
'helps children learn language'	Children acquire language skills/competence.
'develop our emotions' 'allows the expression of emotions, both negative and positive'	Children learn to express their emotions.
'form various perspectives on a situation and test the consequences of actions.'	They learn how to handle situations and think before they act.
'develop our morals' 'play out moralistic dilemmas' 'use their moral compass... before making big decisions'	Children can role-play scenarios to learn how to decide between right and wrong.
'control or "master" the world'	Boys gain confidence in taking control of circumstances.
'observe how...problem solves through ethically sticky situations'	They can witness how superheroes extricate themselves from daunting circumstances./ Children learn to make difficult decisions.
'influence our leadership ability' 'display pro-social behaviour, leadership and a variety of positive attitudes'	Superheroes who display socially acceptable behaviour and integrity are good role-models for children
'unwillingness to be a bystander' 'learning to help others'	Altruism is reinforced by the example set by superheroes.

NOTICE HOW EACH POINT MAKES COMPLETE SENSE AS YOU READ IT WITH THE INSTRUCTION.

Step three

FINAL EFFORT

- Please remember that your final draft MUST be in the form of a SINGLE paragraph. You may also delete/put a line across all your previous drafts so that the marker knows which aspect to mark. Note the use of the underlined LINKING WORDS (Furthermore, Moreover, In conclusion) in the paragraph.
- A final word of warning...

Avoid lifting by copying complete sentences from the text. Try to rephrase points in your own words. Avoid being dishonest by misstating the exact number of words used.

Final Effort: The Impact Superheroes have on the Youth

Children develop reading skills, emotional intelligence and principles when they read about superheroes: their behaviour, leadership skills and outlook are influenced. Furthermore, youngsters imitating superheroes learn to verbalise a range of feelings. Children learn from superheroes and supervillains how to weigh up situations before acting. Moreover, children can role-play in larger-than-life scenarios to discern right from wrong and gain confidence in taking control of circumstances. They can witness the manner in which superheroes extricate themselves from daunting circumstances. In conclusion, superheroes with integrity are good role models and reinforce altruism.

SECTION C: VISUAL LITERACY

QUESTION 3 – ADVERTISING

Many advertisements are created according the AIDA principle.

A	Stands for ATTRACTING attention. Ask ‘what attracts my attention to the advertisement?’ Use of font, bold print, shapes, pictures, photos celebrity, people, ...
I	Stands for keeping the INTEREST of prospective consumers. Pictures, promises and short facts are used. The target market must be reached quickly in order to entice interest. To tempt, invite and cajole.
D	Stands for DESIRE. To persuade people. Choice of words is very important. A promise to be more popular, more beautiful, better health, more successful, more environmentally conscious.
A	Stands for ACTION. The advert encourages a call for action - to obtain the product, to use the service. Know where to purchase. Also ‘special offer’ or ‘give-aways’ or ‘limited number’ entices action.

KNOW THE TERMINOLOGY WHEN REVISING FOR THIS SECTION:

visual, consumers, target market, layout, font, stereotypes, logo, slogan,

<u>Persuasive techniques used</u>	<u>Aim/Intention/Purpose</u>
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1. Visual – pictures / photos	Identify the link between the text (words) and the image (pictures). Adds credibility, validity, authenticity. To convince, manipulate, persuade, highlight and makes it easier to understand. Evokes an emotive response – e.g. a little teary-eyed toddler
2. Use of personal pronouns ‘We’, ‘Us’, ‘You’ or relating to a common cause/shared view	Shows personal involvement and experience. Credible, reliable, sincere, believable. Involves us more directly. To engage readers (participation). Shows a shared concern – comrades/friends.
3. Literary expressions, puns, clever sayings	To impress, astonish, imprint. Gets the reader’s attention. Makes you remember – recall.
4. Repetition	Has a pounding effect – hammers a point. Makes you remember - Recall. Familiar. It emphasises. To add credibility, validity, authenticity. To convince, manipulate, persuade. To emphasise, highlight.
5. Rhetorical Questions	To provoke involvement, an emotional response, answer, reaction. To involve us more directly / personally. To add credibility, validity, authenticity. To engage readers (participation). To encourage thinking/ an opinion. To reach a possible solution.
6. Emotive Adjectives	Emotive words - e.g. A new principal. Vs A new, foolish principal. Emotive words create an expectation/bias/prejudice ... an unusual comment will now be seen as ‘foolish’. Just ONE word can swing things. To provoke emotional responses. To emphasise, highlight. To engage readers - (participation). To encourage thinking/ an opinion.
7. Style – Direct/Casual	To add credibility, validity, authenticity. To convince, manipulate, persuade, emphasise, highlight. To engage readers - (participation).
8. Numbers, statistics, data, research	Credible, reliable. To convince, manipulate, persuade, emphasise, highlight.
9. Arouse feelings of Guilt – manipulation/exploitation/bl ackmail	Encourage a response, play on feelings. To encourage thinking/an opinion. To involve us more directly / personally.
10. Font/Punctuation	To emphasise, attract attention, to highlight, engage readers (participation).
11. Celebrities/Avarice(greed)/ Lifestyle/Attractive people	To attract attention. To add credibility, validity, authenticity. To engage readers (participation). To encourage thinking/an opinion. To manipulate.

Question 3.1

What is the implication of the headline, ‘Let’s keep the lights on when she’s your age’? (2)

In this question, you need to understand the meaning of the word 'implication'.

The implication is the conclusion that can be drawn from something, although it is not explicitly stated. So... what conclusion are we drawing from this headline?

Answer:

The advertiser is addressing the need for this generation to conserve energy (POINT) (SO? WHY?) so that the next generation can continue to experience the benefits of electricity. (EXPLANATION / CONCLUSION / IMPLICATION)

Or

The advertiser is warning of impending doom (IMPLICATION / CONCLUSION) if the current wasteful practices continue (REASON FOR THIS CONCLUSION).

Question 3.2

Comment on the repetition of the plural personal pronouns ('our', 'we're', 'we') as an advertising technique.

(2)

You should immediately see that this is a TECHNICAL QUESTION TYPE. Look at the possible responses mentioned above.

Answer:

The repetition of the pronouns drives the point home / emphasises (WHAT?) that the company and the readers are jointly responsible for the solution.

If you just said, "The personal pronouns convey a direct personal appeal to the reader" or that "The personal pronouns engage the reader" or "Motivate the reader to take action."; you will get 1 mark.

Question 3.3

Comment on the appropriateness of the image in the context of the advertisement as a whole.

(3)

What is the image? Tell the marker what the image is.

The image portrays a young child, snugly reading a book in bed.

What is the point of the image for THIS advert? How does the image link to the advert?

This is in sharp contrast to the text, which comments on Shell's activities in the Arctic as a 'nightmare'.

What is the message conveyed by the advertiser in using THAT image?

In the context of the advertisement, the image conveys a false sense of security regarding children's future in the light of Shell's activities in search of oil. The décor in the room depicts nature and threatened species, while the light highlights the seriousness of this issue.

This part is your CRITICAL response.

Question 3.4

In your opinion, which advertisement would have a greater impact on the reader? Justify your choice by making reference to both advertisements.

(3)

For this question, you are COMPARING the two texts and then deciding which one is the BETTER text and has a greater impact on the reader.

Text D is more informative/inspirational: (WHY?) it provides details that illustrate the company's social conscience. The advertisement elaborates on the company's attempts to preserve energy for future use and points out that global co-operation has been achieved. The domestic setting shows a personal concern. The blurred image reinforces the fear that the future will be bleak if we fail to harness all possible sources of renewable energy.

SOCIAL AWARENESS, PERSONAL CONCERN, EMOTIVE, SHOWS COMPANY'S INVESTMENT IN THE ISSUE – HOW? – WITH THE IMAGES AND THE TEXT.

Text E is more cautionary and emotive (WHY?) e.g. 'stuff of nightmares'. Greenpeace satirises Shell's approach and critically comments on Shell's practises in the Arctic, endangering nature. Greenpeace has mimicked/presented a parody of Shell's visual.

You **MUST** mention **both** texts whenever the question makes reference to two texts. You need to focus on key terms when responding to this question. Why is it impactful? Focus on the image, the diction, the message, etc.

QUESTION 4 - CARTOONS

Question 4.1

Account for the lack of speech bubbles in FRAME 2.

(2)

In cartoons, do not be alarmed by stating the obvious. In fact, you should begin your response by describing what you see and then expanding on this.

Answer:

The boy is concentrating on his drawing. /

The reader is invited into the boy's thought processes. /

It forces the reader to focus on the boy.

(THIS IS A TECHNICAL-TYPE QUESTION.)

Question 4.2

Compare the boy's verbal responses to his sister in FRAME 4 and FRAME 7.

(2)

Whenever you see a question like this (COMPARE) always ensure that your answer shows a CHANGE or difference. Choose a suitable ADJECTIVE (describing word) to describe the boy's verbal response and write this in your answer.

Answer:

In frame 4, the boy outlines the reason for his drawing, willingly/confidently/in a matter-of-fact (FIRST ADJECTIVE) manner. In Frame 7, his response is hesitant/evasive/reluctant (SECOND ADJECTIVE).

Question 4.3

Refer to frames 7, 8 and 9. Discuss TWO techniques that the cartoonist uses to depict the attitude of the girl.

(3)

Revise as many words to describe 'attitude' as this is also a common aspect of cartoon analysis – elated, surprised, disbelief. This is a technical question. You must indicate an ATTITUDE and offer two techniques that you have IDENTIFIED and link this to the ATTITUDE (explained).

For the teacher: Handout on attitude and techniques included.

Answer:

Stern/domineering attitude – scowl, pursed lips and clenched jaw – facial expression indicates anger in frames 7, 8 and 9.

Overbearing attitude – in frame 8, positioning of the two characters – she is menacingly close to her brother.

Rage (attitude) – in frame 8 and 9, absence of speech bubbles

Aggression (attitude) – in frame 9 – large bold font, onomatopoeia, exclamation mark, body language, movement lines.

Question 4.4

In respect of the sequence of events, the cartoonist has placed FRAME 1 first instead of last. Critically comment on the effectiveness of this placement in the context of the cartoon as a whole. (3)

Again, part technical and part comprehension. You can easily identify specific visuals for some marks – inverting the frames, showing the boy as a victim. You can learn the phrase ‘to arouse interest’ ‘to engage reader’. The critical thought follows from this. This is the message of the cartoon which is delivered by the visuals and the words BUT is not directly told to you – read between the lines!

Answer:

*The cartoonist has given prominence to/aroused interest in the message of the cartoon by placing it first/inverting the order of the frames. This highlights the message which is the price to be paid for truth. The boy is depicted as a victim of violence illustrated by the ice-pack on his head/sling on his arm/plasters on his face. **It shows the consequence of his actions – the truth hurts – the critical response.***

QUESTION 5 – EDITING

This is the shortest question in the examination **BUT** if you revise all your language structures you can score some easy marks. A suggestion would be to answer this first. As long as you CLEARLY INDICATE the NUMBERING on your paper, you may answer the sections in any order. Remember, the NUMBERING must be exactly as that of the question paper.

5.1 semi-colon or colon

5.2 I was overwhelmed.

5.3 He was taken hostage for almost five years, **most of which** he spent in isolation, chained, with no stimulation – not even natural light.

5.4 He laughed BECAUSE he had no shoes on when he was released. / Conjunction ‘as’ indicates reason.

5.5. Waite said THAT he had no regrets, self-pity or sentimentality.

5.6 C Abstract Noun

5.7 causes – cause

5.8 infers – confers

5.9 Either ‘indifferently’ or ‘apathetic’ must be omitted.

A good way to prepare for this question is to practise the last 5 NSC question papers.

CHECKLIST

Learners must be encouraged to STUDY for Paper 1 but you, as the teacher, needs to show them how to study for this paper. Perhaps, go through the following checklist with them to identify the gaps.

I know the following: PAPER 1 - LANGUAGE					YES	NO
The parts of speech and the function of each:						
conjunction	article	preposition	verb	adverb		
noun	adjective	pronoun		interjection		
Compound words (adjectives and nouns)						
Punctuation and the function of each:						
full stop	comma	apostrophe	capitals	semi-colon		
colon	question mark	exclamation	ellipsis dots	hyphen		
dash	brackets	parenthesis	Inverted commas			
Paragraphing – topic sentences, supporting sentences						
Concord and the basic rules of concord						
The apostrophe rules – possession and omission						
The pronoun and the rules governing the personal pronoun						
Singular and plural						
Degrees of comparison						
The verb - auxiliary verbs						
Synonyms, antonyms						
Homonyms, homophones						
Abbreviation, acronyms						
Prefixes, suffixes						
Etymology, root of words						
Tenses						
Ambiguity, tautology (redundancy), malapropism, portmanteau, neologism						
Figures of speech and the function of each (particularly for comprehension and visual literacy):						
simile	metaphor	personification	oxymoron			
metonymy	onomatopoeia	hyperbole	contrast			
irony	sarcasm	anti-climax	symbol			
euphemism	litotes	paradox	pun			
understatement	synecdoche	alliteration	assonance			
Register: formal, informal, colloquial, slang						
Satire						
Rhetorical question						
Idiomatic expressions, idioms, proverbs						
Interpreting visuals, graphs, charts (visual literacy)						
Conditional sentences						
Active and passive voice						
Direct and indirect speech						
Emotive language						
Bias, prejudice, stereotyping						
Denotation and connotation						
Purpose of writing, writer's point of view						
Tone, attitude						
Summaries						
Diction						
Clauses/phrases						