



Western Cape
Government

Western Cape Education Department
Directorate: Curriculum FET

ENGLISH FAL

REVISION BOOKLET

2025

TERMS 3 & 4

Grade 11

This revision programme is designed to assist you in revising the critical content and skills envisaged/ planned to be covered during the 3rd and 4th term. The purpose is to prepare you to understand the key concepts and to provide you with an opportunity to establish the required standard and the application of the knowledge necessary to succeed in the NCS examination.

The revision programme covers the following topics:

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- 1 Examination preparation November 2023
- 2 Paper 1
- 3 Paper 2
- 4 Paper 3
- Space for notes

1. EXAMINATION PREPARATION

Let us look at the format of your examination papers.

PAPER 1 80 MARKS 2 HOURS

This is your **LANGUAGE** paper

Comprehension (30 marks)

Summary (10 marks)

Advertising (10 marks)

Cartoon (10 marks)

Editing (20 marks)

Abbreviations and Acronyms

- Joining sentences

PAPER 2

70 MARKS 2½ HOURS

This is your **LITERATURE** paper.

You will write on the **TWO** genres which you are studying this year.

There will be **TWO** questions on each genre: 17+18 =35 **AND** 17+18=35 [70 marks]

- Study your TWO genres well.
- It is important that you re-read the genres.
- You cannot remember all the little details of a genre you studied eight months before.
- Ask your teacher for guidance.
- Pay attention in class.
- Attend every class.

PAPER 3 100 MARKS 2½ HOURS

This is the **WRITTEN WORK** paper

- Essay (50 marks)
- Longer Transactional Writing (30)
- Shorter Transactional Writing (20)

Study the formats of each piece of written work. If you use the incorrect format could result in poor marks.

Paper 3 carries the most weight, so you should really put in enough effort to obtain excellent marks.

PAPER 4 ORAL MARKS: 50

Your **orals** are completed in Term 1, 2 and 3. It is a mark calculated from a few possibilities: listening comprehension, prepared oral, unprepared oral, prepared reading and unprepared reading. You would have done **THREE** of these.

May attention to your orals as it can improve your final marks.

2. PAPER 1 LANGUAGE**COMPREHENSION SKILLS:**

Follow these steps, using the *TEXT A* below before answering the question

- Review the text – analyse title, deduce content from title, highlight any linguistic/figurative devices used in title to draw reader's attention.
- Read once then follow a step-by-step analysis of the text – summarising each paragraph - understand content.
- Read and analyse questions – focus on restrictions, keywords, instruction words (provide clarity in context), mark allocation.
- Work through questions one at a time: analyse question, find keywords, instruction words and unpack the question.

SECTION A: COMPREHENSION

QUESTION 1

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

TEXT A

MUSIC SAMPLING IN THE DIGITAL AGE		
1	Digital technology has changed the music industry in many ways. It is now cheaper and easier for musicians to create and share music. With global access to digital platforms, more people can listen to music and artists have more tools to express their creativity. According to new research by the World Intellectual Property Organisation (WIPO), technology and new genres have transformed how music is created and shared over the last hundred years.	1 5
2	Making music is like joining a long conversation. Musicians often take ideas from older songs and blend different sounds, lyrics or styles to make something new. This practice includes sampling (using parts of other songs), interpolating (re-recording parts) and making cover versions. Each new song often builds on older music, resulting in unique creations. However, artists must ask permission to use someone else's work.	10 15
3	Digital tools have changed how musicians develop their sound. At first, artists mostly sampled songs from within their own genre. In the 1970s, around 60% of samples came from similar styles. But by the 1990s, more than 60% of sampled music came from different genres. This shift was made possible by better access to music through new technology. Artists became more open to experimenting with unfamiliar sounds, leading to richer and more creative music.	20
4	Musicians today follow different creative paths. Some prefer to stay close to their genre, while others explore widely. Digital tools make it easier for them to balance what audiences want with their own ideas. This freedom encourages more variety and innovation in music.	25
5	Over time, the kinds of songs artists sample have also changed. In the early years, musicians sampled familiar, recent songs. But as technology improved, artists began using older music from different times and genres. This shows how musicians started looking deeper into music history for inspiration, thanks to easy access to large music libraries.	30
	Different genres behave differently when it comes to sampling. Some, like rock and pop, mostly reuse music from their own styles. Others, such as hip-hop and R&B, are known for mixing different sounds. These artists	

6	often sample from genres like soul, funk, and disco, showing how flexible and creative their music can be. Digital technology helps by giving artists access to a wide variety of music to explore and use in new ways.	35
7	Blending styles can even lead to the birth of new genres. Hip-hop, for example, started by combining sounds from many different songs. A famous example is 'Rapper's Delight' by the Sugarhill Gang, released in the late 1970s. It used samples from soul, funk and disco, and became a worldwide hit. Another milestone was Donna Summer's 'I Feel Love', one of the first songs with a fully electronic sound. It helped introduce electronic dance music to a larger audience.	40
		45
8	The digital age has clearly transformed how music is made. Artists used to rely mostly on familiar influences. Now, they explore a wide variety of sounds, old and new. As technology keeps developing, we can expect even more diversity in music. Musicians today are exploring new and uncharted creative paths, proving that technology and creativity work together to shape the future of music.	
	[Adapted from www.wipo.int]	50
		55

1.1 Refer to paragraph 1.

How has digital technology changed the music industry? State TWO points. (2)

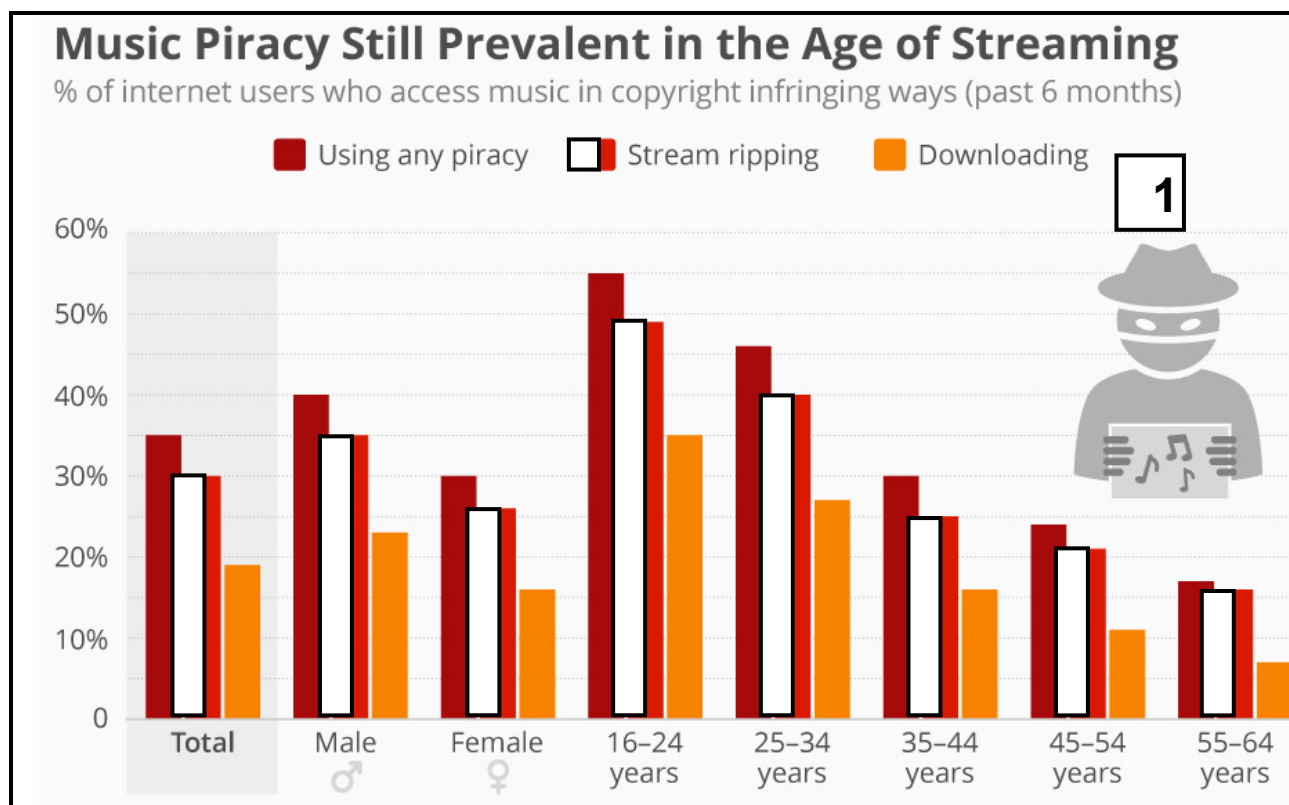
1.2 Refer to paragraph 2.

1.2.1 What do the words 'joining a long conversation' (line 8) suggest about the relationship between old and new music? (2)

1.2.2 Identify TWO techniques that musicians use to borrow from existing music. (2)

- 1.3 Refer to paragraph 3.
- 1.3.1 Why is the following statement FALSE?
- In the 1970s, most music samples came from a variety of genres. (1)
- 1.3.2 Give ONE reason why music artists started sampling from more diverse genres in the 1990s. (1)
- 1.3.3 Why does the writer refer to '60%'? Give TWO reasons. (2)
- 1.4 Refer to paragraph 4.
- 1.4.1 Using your OWN words, explain how digital tools give musicians more creative freedom. (2)
- 1.4.2 Quote a SINGLE word which means the same as 'new and original ideas'. (1)
- 1.5 Refer to paragraph 5.
- Explain how musicians' choice of songs to sample has changed over time. (2)
- 1.6 Refer to paragraph 6.
- 1.6.1 Name TWO music genres that often combine different musical styles through sampling. (2)
- 1.6.2 What do the words 'flexible and creative' suggest about artists who sample from many genres? (2)
- 1.7 Refer to paragraph 7.
- Why is Donna Summer's song 'I Feel Love' considered a milestone in music history? (1)
- 1.8 Refer to paragraph 8.
- Do you think sampling has had a positive impact on modern music? Substantiate your answer. (2)
- 1.9 Discuss the suitability of the title, 'MUSIC SAMPLING IN THE DIGITAL AGE'. (2)

AND
TEXT B



[Source: www.statista.com]

- 1.10 Identify the percentage of 35–44-year-olds who use any form of piracy to access music. (1)
- 1.11 Which age group downloads music the most? (1)
- 1.12 Explain why Visual 1 has been included in this text. (2)
- 1.13 In your view, does the bar graph in this text succeed in conveying an important message? Substantiate your answer. (2)

TOTAL SECTION A: [30]

Marking Guidelines: MARKING THE COMPREHENSION

- Because the focus is on understanding, incorrect spelling and language errors in responses should not be penalised unless such errors change the meaning / understanding. (Errors must still be indicated.)
- If a candidate uses words from a language other than the one being examined, disregard those words, and if the answer still makes sense, do not penalise.

However, if a word from another language is used in a text and required in an answer, this will be acceptable.

- For **open-ended questions**, no marks should be awarded for YES / NO or I AGREE / I DISAGREE. The reason / substantiation / motivation is what should be considered.
- When one-word answers are required and the candidate gives a whole sentence, mark correct **provided that** the correct word is underlined/ highlighted.
- When two / three facts / points are required and a range is given, mark **only** the first two / three.
- Accept dialectal variations.
- For multiple-choice questions, accept BOTH the letter corresponding with the correct answer AND / OR the answer written out in full.

QUESTION 1

- 1.1 Musicians can make / create / share / distribute their music easily / cheaply / at a lower cost. ✓
 More people around the world can listen / access music via digital platforms / music streaming services. ✓
 Musicians have more creative tools / programmes with which to make music. ✓

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

- 1.2.1 It suggests that new music is influenced by / builds on older music, ✓
 just like people's contributions to a conversation is influenced by / builds on what others have said before them. ✓

OR

Music creation is an ongoing process like a conversation, ✓ with artists adding to what others have done before them. ✓

OR

Just like everyone who contributes to a conversation (that has been going on for some time) can enrich / enhance the quality of the conversation, ✓ so too the creation of new music is enriched / enhanced by adding different aspects of older music to it. ✓ (2)

- 1.2.2 Sampling ✓
 Interpolating ✓

Making cover versions ✓

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

- 1.3.1 Most / the majority of samples in the 1970s came from similar / the same genres. ✓ (1)
- 1.3.2 They had better access to a wider variety of music through technology. / Technology allowed them to experiment with unfamiliar sounds / implement unfamiliar sounds into their music. ✓ (1)
- 1.3.3 To highlight / show the trend of where the majority of samples came from in the 1970s and 1990s, ✓ as well as how sampling shifted from similar genres to more diverse / different ones. ✓

OR

To highlight that during the 1970s the majority of sampled music came from the same styles of music, ✓ but this changed by the 1990s when the majority of sampled music came from a variety of genres. ✓ (2)

- 1.4.1 They can try out / experiment with different styles and ideas more easily. ✓ They can balance what fans want with their own artistic vision / (musical) creativity. ✓ (2)
- 1.4.2 'innovation' ✓ (1)
- 1.5 Previously, musicians used to sample newer and familiar / well-known / popular songs, ✓ but now they sample older music from a range of time periods and styles. ✓ / Previously, musicians were inspired by trendy / popular / familiar songs, ✓ but now they are inspired by music throughout the ages / history. ✓ (2)
- 1.6.1 Hip-hop ✓ and R&B ✓ (2)
- 1.6.2 They are open to trying new ideas / can adapt easily ✓ and mix different styles / make music that is original / inventive / creative. ✓ (2)
- 1.7 It helped to popularise electronic dance music. / It used a fully electronic sound. ✓ (1)
- 1.8 Open-ended. Accept a suitable answer, e.g.

Yes.

It allows musicians to experiment with a variety of sounds – both 'old and new' – which leads to more creative music. Creativity and technology now work together to shape unique musical expressions which will lead to even more innovation in music in the future. ✓✓

OR

No.

It may reduce originality if artists rely too heavily on old music, which may encourage copying rather than inventing new sounds / music. ✓✓

NOTE: Accept other suitable responses. A candidate can score 1 mark for an answer that is not well-substantiated. Accept a combination answer. (2)

1.9 Open-ended. Accept a suitable answer, e.g.

The title is suitable, because it is linked to the passage that discusses how digital technology has changed 'music sampling' and how musicians reuse old music in new ways. It shows how artists now use digital tools and access online music libraries to explore and create new music using samples. ✓✓

OR

The title is not suitable, because it focuses only on the 'digital age' and modern sampling. However, the article also discusses historical aspects of music sampling in the 1970s and 1990s, tracing the evolution of sampling over several decades. ✓✓

NOTE: Accept other suitable responses. A candidate can score 1 mark for an answer that is not well-substantiated. Accept a combination answer. (2)

1.10 30% ✓ (1)

1.11 16–24-year-olds ✓ (1)

1.12 The man with the mask over his eyes and holding a tablet containing musical notes resembles a thief stealing music, i.e. doing something illegal, ✓ which is the focus of TEXT B: the illegal procurement / stealing of music by various age groups / people via digital channels / means. ✓ (2)

1.13 Open-ended. Accept a suitable answer, e.g.

Yes.

The bar graph depicts the percentages / number of people across various age groups who use forms of piracy to access music online. It clearly shows that older people access music illegally far less than younger people. It also illustrates that men are more likely to pirate music than women. ✓✓

OR

No.

There is no clear evidence that the statistics are based on any research, because a reliable source is not provided. No valid reasons for the illegal accessing of music are given or explanations for the differences in numbers among the different age groups and sexes.
✓✓

NOTE: Accept other suitable responses. A candidate can score 1 mark for an answer that is not well-substantiated. Accept a combination answer.

(2)

[30]

SECTION B: SUMMARY

QUESTION 2

TIPS

1. Analyse the question – what are the requirements?
2. Follow the instructions as given.
3. Skim and scan the text for the key ideas and concepts
4. Identify the 7 facts.
5. Use a highlighter/underline/number the identified facts.
6. Ensure that each fact selected answers the question.

Let's practise the summary

Music is part of most people's everyday lives and can impact it positively.
Read TEXT C below and list SEVEN **benefits of listening to music**.

INSTRUCTIONS

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

TEXT C

HOW MUSIC CAN IMPROVE YOUR LIFE

Music is not just something we listen to for pleasure. It can improve one's life in many ways. Research has shown that it is a powerful tool for boosting your emotional well-being. Listening to music you enjoy, releases dopamine – the brain's 'feel-good' chemical – which lifts your mood and increases feelings of happiness. It can also reduce stress by lowering cortisol levels.

If you struggle to sleep, listening to calming, classical music before bed can help you fall asleep faster and sleep more deeply.

Music improves brain function too. Listening to music while studying can enhance memory and learning, particularly when the music matches your mood or preference.

It even enhances physical performance – runners listening to upbeat music cover more ground faster than those who do not.

If you are looking for a way to curb your appetite, try listening to soft music the next time you sit down for a meal. Studies have shown that this – along with dimming the lights – can lead to people consuming fewer calories and enjoying their meals more.

It can also ease pain and anxiety before and after surgery. In some cases, it works better than medication – without the side effects. Listening to music of their choice helps with the recovery of cognitive function in stroke patients.

So next time you need a boost – emotionally, mentally or physically – just press play.

[Adapted from www.southwesternmusictherapy.com]

TOTAL SECTION B: [10]

SECTION B: SUMMARY

QUESTION 2

The following points form the answer to the question:

	QUOTATIONS		FACTS (NOTE: Candidates may phrase the facts differently.)
1.	'... it is a powerful tool for boosting your emotional well-being.' / 'Listening to music you enjoy releases dopamine – the brain's 'feel-good' chemical –	1.	It makes you feel better emotionally / happier. / It improves your mood. ✓

	which lifts your mood and increases feelings of happiness.'		
2.	'It can also reduce stress by lowering cortisol levels.'	2.	It lowers stress levels. ✓
3.	'... listening to calming, classical music before bed can help you fall asleep faster and sleep more deeply.'	3.	Calm, classical music leads to deeper sleep / helps you fall asleep quickly. ✓
4.	'Music improves brain function too.' / 'Listening to music while studying can enhance memory and learning, particularly when the music matches your mood or preference.'	4.	Music leads to improved / enhanced brain function. / Your brain functions better when you listen to music. / Your memory and learning improve when listening to music. / Music helps you to study / remember things better. ✓
5.	'It even enhances physical performance – runners listening to upbeat music cover more ground faster than those who do not.'	5.	You run faster / greater distances when listening to music. / It leads to better / improved physical performance when running. ✓
6.	'If you are looking for a way to curb your appetite, try listening to soft music the next time you sit down for a meal.' / '... can lead to people consuming fewer calories and enjoying their meals more.'	6.	Listening to music during meals can reduce your appetite / help you eat less / enjoy your food. ✓
7.	'It can also ease pain and anxiety before and after surgery.'	7.	Music helps with pain relief / anxiety before and after surgeries. ✓
8.	'Listening to music of their choice helps with the recovery of cognitive function in stroke patients.'	8.	Listening to music helps stroke victims with their recovery / to improve their cognitive function. ✓

MARKING THE SUMMARY

Marking is on the basis of the inclusion of valid material and the exclusion of invalid material.

The summary should be marked as follows:

- Mark allocation:
 - 7 marks for 7 points (1 mark per main point)
 - 3 marks for language
 - Total marks: 10
- Distribution of language marks when candidate has not quoted verbatim (word for word):

- 1 to 3 points correct: award 1 mark
- 4 to 5 points correct: award 2 marks
- 6 to 7 points correct: award 3 marks
- Distribution of language marks when candidate has quoted verbatim:
 - 6 to 7 quotes: award no language mark
 - 4 to 5 quotes: award a maximum of 1 language mark
 - 2 to 3 quotes: award a maximum of 2 language marks
 - 0 to 1 quote: award a maximum of 3 language marks

NOTE:

- Word count:
 - Markers are required to verify the number of words used.
 - Do not deduct any marks if the candidate fails to indicate the number of words used, or if the number of words used is indicated incorrectly.
 - If the word limit is exceeded, read up to the last sentence above the stipulated upper limit and ignore the rest of the summary.

TOTAL SECTION B: [10]

ADVERTISING

When studying an advertisement, pay attention to the following:

- The target audience of the advertiser.
- What is the message in the advertisement?
- How does the advertiser convey the message of the advertisement to the reader/audience/consumer?
- Note the body language of the person(s) and how it relates to the text of the advertisement.
- Does the picture support the message of the advertisement? REMEMBER that you need to explain your answer.

QUESTION 3: ANALYSING AN ADVERTISEMENT

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

TEXT D

DURBAN JAZZ FESTIVAL 22
CELEBRATING OVER TWO DECADES OF ARTISTRY

THE ULTIMATE MUSIC EXPERIENCE
www.durbanjazzfestival.co.za
@durbanjazz

26 DEC DUBBAN ICC

afro pop THE NEW era Jazz

JIMMY DLUDLU, JUDITH SEPHUMA, LANGA MAVUSO, SELAELO SELOTA, ERNIE SMITH, AMANDA BLACK, NAIMAKAY FT. ALL FEMALE BAND, NATHI MANKAYI, MPHOSSEBINA, NATALIE RANGAN, MADALA KUNENE, MTHOBISI MTHALANE, SHEKHINAH

PHASE 2 TICKETS — web tickets AVAILABLE AT Pick n Pay

PHASE 1 TICKETS	GENERAL ONE	GENERAL TWO	GOLDEN CIRCLE	VIP	VVIP
SOLD OUT R295	R350	R450	R600	R3800	R6000

2 STAGES | INDOOR & OUTDOOR | GATES OPEN @ 3 PM

SPONSORS: DURBAN, KWAZULU-NATAL PROVINCE, UKHOZI, Schweppes, STELLA ARTOIS, SOUTH AFRICAN AIRWAYS

[Source: www.ukhozifm.co.za]

3.1 Who is the target audience in this advertisement? (1)

3.2 Choose the correct answer to complete the following statement.

The Durban Jazz Festival is celebrating over two decades of artistry.

'over two decades' means more than ... years.

- A. two
- B. twenty

- C. four
D. forty (1)
- 3.3 Refer to the words, 'DURBAN JAZZ FESTIVAL 22'.

Suggest a reason for the advertiser's use of the number '22' instead of the word 'twenty-two'. (1)
- 3.4 Study the following sentence:

A VIP ticket costs R3 800.

Rewrite the underlined abbreviation in full. (1)
- 3.5 How can the reader get more information about the advertised event?
State TWO points. (2)
- 3.6 Why has the advertiser included the various logos at the bottom of this advertisement? (2)
- 3.7 Does the advertiser succeed in convincing the reader to attend this event? Discuss your view. (2)

[10]**Marking Guidelines**

- **Spelling:**
 - One-word answers must be marked correct even if the spelling is incorrect, unless the error changes the meaning of the word.
 - In full-sentence answers, incorrect spelling should be penalised if the error is in the language structure being tested.
- Sentence structures must be grammatically correct and given in full sentences / as per instructions.
- For multiple-choice questions, accept BOTH the letter corresponding with the correct answer AND / OR the answer written out in full as correct.
- Where an abbreviation is tested, the answer must be punctuated correctly.

- 3.1 Music lovers. / People who enjoy listening to music / jazz / Afropop. ✓ (1)
- 3.2 B / twenty years ✓ (1)
- 3.3 The number '22' would stand out / attract the reader's attention quicker than the word 'twenty-two'. ✓ (1)
- 3.4 Very Important Person ✓ (1)

- 3.5 They can visit the website (www.durbanjazzfestival.co.za). ✓
They can visit any of the provided social media platforms / Instagram / Facebook / X (using the social media handle @durbanjazz). ✓ (2)
- 3.6 These organisations / stakeholders are the sponsors of the event / have made the event possible / have provided funding for the event. ✓
The logos of reputable organisations / sponsors give credibility to the event. ✓
The association of these reputable organisations / sponsors may encourage readers to support / attend the event. ✓
- NOTE:** Accept other suitable responses. (2)
- 3.7 Open-ended. Accept a suitable answer, e.g.

Yes.

The advertisement prominently features a diverse lineup of well-known artists, such as Judith Septhuma, Langa Mavuso, and Amanda Black, which could generate excitement to buy a ticket to experience live performances from these musicians. The advertisement also highlights the unique experience that the festival offers by labelling it as 'The Ultimate Music Experience' – a phrase that evokes a sense of exclusivity, as though the event is not to be missed. Furthermore, the clear details about ticket prices and availability, along with the assurance that certain phases are sold out, creates a sense of urgency, compelling readers to act quickly to secure their tickets. ✓✓

OR**No.**

While the advertisement showcases notable artists, the oversaturation of information may overwhelm readers. The cluttered layout, with multiple artists and ticket prices displayed, can lead to confusion rather than clarity for readers. The advertisement lacks persuasive language that evokes emotional connections or personal experiences. Phrases like 'The Ultimate Music Experience' are somewhat generic and may not resonate with every reader. Without specific testimonials or compelling narratives about past festivals, the advertisement fails to establish a personal connection that could motivate readers to attend. Moreover, the absence of information regarding any unique activities beyond music may lead some readers to perceive the event as just another concert, deterring them from purchasing a ticket to attend the event. ✓✓

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

[10]

CARTOONS

- When looking at a comic strip or a cartoon, pay attention to the following:
- Setting (What is the background of the pictures?)
- Scale (Is one character bigger than the other?)
- Body language AND facial expressions of characters (How do they use their bodies to convey a certain message: non-verbal communication?)
- Body language: the way the character stands, sits, walks, point fingers, etc.
- Facial expression: look at the characters' eyes, eyebrows, mouths, hands, etc.
- FONT size (size of letters in text).

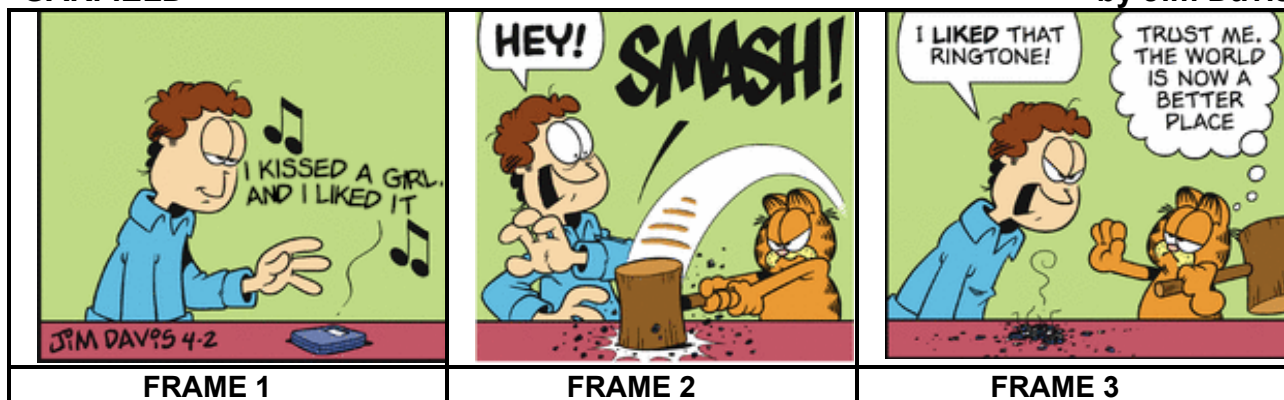
QUESTION 4: ANALYSING A CARTOON

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

TEXT E

GARFIELD

by Jim Davis



[Source: www.mezzacotta.net]

NOTE: In this cartoon, the man's name is Jon and the cat's name is Garfield.

- 4.1 Refer to FRAME 1.
What evidence is there that the phone is ringing? (1)
- 4.2 Why is the word '**HEY!**' (FRAME 2) written in bold font? (1)
- 4.3 Explain how Jon's actions in FRAME 2 are in contrast to his actions in FRAME 1. Refer to visual aspects **ONLY**. (2)
- 4.4 Refer to FRAME 3.
Explain how the cartoonist conveys Jon's anger. Refer to **ONE** verbal and **ONE** visual clue in your answer. (2)
- 4.5 Study the following sentence:
'I liked that ringtone!' Give an antonym for the word 'liked'. (1)
- 4.6 Study the following sentence:
'The world is now a better place.' Use a homonym for the word place in a sentence of your own. (1)
- 4.7 Do you think Garfield's behaviour is acceptable in this cartoon? Discuss your view. (2)

[10]

Marking Guidelines

QUESTION 4: ANALYSING A CARTOON

- 4.1 There are music notes / the words of a well-known / popular song coming from the phone. / There is a line from the phone to the words of a song. ✓ (1)
- 4.2 It indicates that Jon is shouting / shocked / horrified. ✓ (1)
- 4.3 In FRAME 1, Jon is leaning forward / in towards the phone. In FRAME 2, he is leaning back / away from it. ✓✓

OR

In FRAME 1, Jon is reaching for / Jon's hand is stretched out towards the phone. In FRAME 2, he has withdrawn his hand / his hand is next to his face. ✓✓

OR

In FRAME 1, Jon's eyes are half-open / half-closed. In FRAME 2, his eyes are wide open. ✓✓

OR

In FRAME 1, Jon's mouth is closed. In FRAME 2, his mouth is wide open. ✓✓

NOTE: Accept any ONE of the above answers.
The contrast must be clear. (Award 2 or 0 marks.) (2)

4.4 **Verbal:** There is an exclamation mark. / The word 'liked' is written in bold font. ✓

Visual: His mouth is wide open. / His eyes are narrowed. / He is leaning in towards Garfield. / He glares at Garfield. ✓

NOTE: One **verbal** and one **visual** clue must be mentioned. (2)

4.5 disliked / despised / hated ✓ (1)

4.6 We must place the criminal under arrest. ✓

OR

We need to place the student teachers with a mentor. ✓

OR

I shall place my name on the list of volunteers. ✓

NOTE: Accept other suitable responses. (1)

4.7 Open-ended. Accept a suitable answer, e.g.

Yes.

Garfield finds the song which Jon has selected for his ringtone to be annoying / irritating and desires to silence it / eliminate this annoyance from his life. ✓✓

OR

No.

Smashing the phone, simply because Garfield finds the ringtone / song irritating, is impulsive and destructive. Instead of resorting to violent behaviour, he could simply have asked Jon to choose a different ringtone / put his phone on vibrate / silent. ✓✓

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

[10]

QUESTION 5: LANGUAGE AND EDITING SKILLS

Study the following language components:

- Comprehension skills
- Summary skills
- Parts of Speech: nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, articles
- Concord
- Active and Passive Voice
- Direct and Reported Speech
- Punctuation
- Spelling
- Synonyms and Antonyms
- Homophones and Homonyms
- Apostrophe
- Degrees of Comparison
- Figures of Speech
- Tenses
- Tags
- Negatives
- Plurals
- Advertising techniques
- Analysis of Cartoons

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

TEXT F

THE IMPACT OF NOSTALGIA ON ENTERTAINMENT

1	Nostalgia – that powerful feeling of longing for the past – has been a driving force in the world of entertainment and pop culture in recent years. It offers a sense of comfort and stability. Some people said, ‘We’re transported back to a simpler time.’	1
2	Beloved film series like <i>Star Wars</i> and <i>Jurassic Park</i> have returned to the big screen. They are capturing the hearts of new generations and reigniting the passion of longtime fans.	5
3	Streaming services have capitalised on nostalgia by offering extensive libraries of classic TV shows and movies. Viewers can easily access the shows with which they grew up. New generations are also introduced to beloved characters and stories.	10
4	Video games has also embraced nostalgia. Retro gaming consoles and remastered editions of classic titles are popular again. Young and old gamers are rediscovering the joy of 8-bit and 16-bit adventures. They appreciate the simplicity and charm of these vintage games.	15
5	Musicians incorporate nostalgic elements onto their work. They sample classic songs or reference bygone eras in their lyrics. Nostalgic music connects generations. It bridges the gap between those who lived through a era and those discovering it anew.	20

[Adapted from www.medium.com]

5.1.1 Correct the SINGLE error in EACH of the following sentences. Write down ONLY the question numbers and the words you have corrected.

- | | | |
|-----|---|-----|
| (a) | New generations are also introduced to beloved characters and stories. | (1) |
| (b) | Video games has also embraced nostalgia. | (1) |
| (c) | Musicians incorporate nostalgic elements onto their work. | (1) |
| (d) | It bridges the gap between those who lived through a era and those discovering it anew. | (1) |

5.1.2 Study the following sentence:

Nostalgia – that powerful feeling of longing for the past – has been a driving force in the world of entertainment and pop culture in recent years.

Identify TWO other punctuation marks that can be used instead of the dashes. (2)

5.1.3 Rewrite the following sentence in reported speech:

Some people said, 'We're transported back to a simpler time.' (3)

5.1.4 Complete the following tag question. Write down only the missing words.

Beloved film series like *Star Wars* and *Jurassic Park* have returned to the big screen,? (1)

5.1.5 Study the following sentence:

They are capturing the hearts of new generations and reigniting the passion of longtime fans.

State the part of speech of EACH of the underlined words as used in this sentence. (2)

5.1.6 Rewrite the following sentence in the passive voice:

Young and old gamers are rediscovering the joy of 8-bit and 16-bit adventures. (1)

5.1.7 Rewrite the following sentence in the simple future tense:

Nostalgic music connects generations. (1)

5.2 Study the text (TEXT G) below and answer the set questions.

TEXT G

A starter pack for 90s children

Having a tower or binder full of these

This sucked, because you didn't have the money to

Getting a scratch on your favourite track of a CD was

You had to wait a week to rent *The Matrix*, because

These were our

[Adapted from www.reddit.com]

5.2.1 Rewrite the following sentence in the negative form:

These were our childhood heroes. (1)

5.2.2 Study the following sentence:

This sucked, because you didn't have the money to buy the CD. (1)

Rewrite the underlined contraction in full.

5.2.3 Provide the correct degree of comparison in the following sentence:

I owned (many) CDs than my friend. (1)

5.2.4 Give the correct form of the word in brackets:

It was a (tragic) when my favourite CD had a scratch on it. (1)

5.2.5 Combine the following sentences into a single sentence:

90s children did not have streaming services.
90s children had to wait a week to rent a movie.

Begin with: **Since ...** (2)

[20]

Marking Guidelines

QUESTION 5: LANGUAGE AND EDITING SKILLS

5.1.1 (a) storys – stories ✓ (1)

(b) has – have ✓ (1)

(c) onto – into ✓ (1)

(d) a – an ✓ (1)

5.1.2 brackets ✓
commas ✓ (2)

5.1.3 Some people say that they ✓ were ✓ transported back to a simpler time. ✓

NOTE: Award ONE mark for each underlined change and ONE mark for correct punctuation. (3)

5.1.4 have they not / haven't they ✓ (1)

5.1.5 They – pronoun ✓
the – article ✓ (2)

5.1.6 The joy of 8-bit and 16-bit adventures is being rediscovered by young and old gamers. ✓ (1)

5.1.7 Nostalgic music will connect generations. ✓ (1)

5.2.1 These were not / weren't our childhood heroes. ✓ (1)

5.2.2 did not ✓ (1)

5.2.3 more ✓ (1)

5.2.4 tragedy ✓ (1)

5.2.5 Since 90s children did not have streaming services, they had to wait a week to rent a movie. ✓✓

NOTE: Award 2 or 0 marks. (2)

[20]

3. PAPER 2 LITERATURE

Your success in this paper will depend on your preparation IN class and AFTER each lesson. You will be given an extract of about 20 lines from the text. You then have to answer questions based on the extract: the plot, setting, characters, symbols and themes. There are FOUR such questions and you need to complete all of them.

Some questions will require you to give your opinion, based on your understanding of the rest of the text/genre. You may **never** voice your opinion based on your **own** experience in life. The questions are based on the text you have studied, and your answers should be based on that text!

Therefore the following aspects are important:

- a repeated reading of the text (drama, novel, poem, short story),
- your knowledge of the characters, setting, theme, tone (your teacher will teach you),
- understand what a question requires of you, ○ your ability to answer clearly and accurately and ○ study the notes in Booklet 1 and 2.

Here are some of the examples of questions you can expect in the examination.

- i. **Literal:** questions about the information given in the extract – names, places, etc.
- ii. **Reorganisation:** questions where you need to bring together different aspects of the text – attitude of a character where you need to motivate with examples from the **text**.
- iii. **Inference:** here you need to interpret and use clues that tell you more about a character or something which influenced the plot. You need to be able to discuss a theme and substantiate it from your knowledge of the **text**.
- iv. **Evaluation:** your judgement is required based on the **text** you studied.

- v. **Appreciation:** your emotional reaction is tested. You would be asked how you feel about a character. Again, your answer should be based on the **text** you studied and not on your experience in life.

STUDYING POETRY

You need to understand and apply the **ELEMENTS OF POETRY** to any poem being studied.

STRUCTURE/FORM: Line length and the specific structure of the poem

RHYME: What is the rhyme scheme of the poem **SPEAKER:** Whose voice is heard in the poem?

DICTION: Why does the poet use particular words in the poem?

THEME/S: What is the main message of the poem?

MOOD: Which emotion or atmosphere is felt when you read the poem?

TONE This refers to the way something is said. What is the attitude of the speaker in the poem?

FIGURATIVE Which figures of speech are used? Why are they used? **LANGUAGE:** Explain this in context of the poem.

Let us analyse the following poem, *Shantytown* by Anonymous. Read the text closely.

Shantytown by Anonymous

- 1 High on the veld upon that plain
- 2 And far from streets and lights and cars
- 3 And bare of trees, and bare of grass,
- 4 Jabavu sleeps beneath the stars.
- 5 Jabavu sleeps.
- 6 The children cough.
- 7 Cold creeps up, the hard night cold,
- 8 The earth is tight within its grasp
- 9 The high veld cold without soft rain,
- 10 Dry as the sand, rough as a rasp,
- 11 The frost-rimmed night invades the shacks
- 12 Through dusty ground
- 13 Through freezing ground the night cold creeps
- 14 In cotton blankets, rags and sacks
- 15 Beneath the stars Jabavu sleeps.
- 16 One day Jabavu will awake
- 17 To greet a new and shining day
- 18 The sounds of coughing will become
- 19 The children's laughter as they play
- 20 In parks with flowers where dust now swirls
- 21 In strong-walled homes with warmth and light.
- 22 But for tonight Jabavu sleeps,
- 23 Jabavu sleeps. The stars are bright.

A FEW QUICK QUESTIONS

Stanza 1: The first two lines describe where the town is situated. 'High' and 'far' tells the reader that there is some distance between the town and the city. Why does the poet repeat the word 'bare'? What is the mood of the line 4? Do you think it is appropriate?

Stanza 2: Look at the poet's use of diction: the cold 'creeps' – why 'creeps'? What normally creeps? The 'hard' night – why is the night 'hard'? Repetition of images and words in this stanza: Identify and provide possible reasons. What image does the speaker create? How does this image link to the theme of the poem?

Stanza 3: This stanza starts with 'One day' – like a fairy tale (happy ending)

What is speaker's wish for Jabavu?

How does this stanza contrast with stanza 2?

BACKGROUND INFORMATION

The poem is set in Jabavu township in Johannesburg. Jabavu was a typical 'shantytown' to the south of Johannesburg in the larger area known as Soweto. Today, shantytowns are called 'informal settlements' or 'squatter camps'. South African shantytowns have always housed the poorest of the poor. People build makeshift homes out of corrugated iron and whatever materials they can find.

Jabavu, like most other black townships of the time, had no electricity or roads. The government built some very basic houses to start with, but during Apartheid the township was deliberately ignored. The government spent most of its money on developing areas for white people.

Over the years many people moved into Jabavu and built shacks in open areas and in people's yards. The area was barren, dusty and unhealthy for children. The Highveld winter in South Africa can be bitterly cold at night. It is a season that has no rain, so the soil becomes very dry.

Find evidence in the poem of the images that have been provided in the above paragraph.

Today, Jabavu is still not a wealthy part of Soweto, but it has electricity and mainly tarred roads. The majority of houses are simple, but they are solidly built with walls and yards. There are a number of schools that serve the area as well as clusters of shops and other services. Trees have been planted and there is a green, open space called Jabavu Park.

Compare the last stanza of the poem with the above paragraph and note the similarities.

TITLE

A shantytown is a very poor area usually outside a city or town. The houses are made of corrugated iron, wood and plastic. There are no services such as electricity. Jabavu is a shantytown in the bigger township of Soweto.

TYPE OF POEM

This poem is a social commentary on extreme poverty. It raises the issues of children's health and freedom. It talks of how neglected this area is in terms of basic services like electricity. It is concerned with the lack of green and safe spaces where children can play.

RHYME

This poem is written in free verse. It is made up of 3 stanzas. There is no fixed rhyme scheme, but the poet uses rhyme to support his message, by linking certain words, such as 'shacks' and 'sacks'. Look for examples of alliteration and assonance.

THEME**POVERTY IN SOUTH AFRICAN TOWNSHIPS**

During Apartheid, the vast majority of black people near towns and cities lived under harsh conditions. As more and more people moved to be near the city for work, the townships filled with people who had no proper housing. Many lived in informal settlements in open areas. They also built shacks in other people's yards.

Black people were not allowed to own houses near the cities. Townships were built outside of towns and cities for the poor workers. They were seen as places for black people to sleep until work started the next day.

There were no basic services provided to these areas. The government deliberately neglected the people living in these areas. Most services were developed in white suburbs only. The living conditions in townships were very unhealthy, especially for children.

EVIDENCE OF THEME IN TEXT

'Shantytown' is another word for an informal settlement. The poet describes the harsh living conditions of a shantytown in Soweto, called Jabavu. He knows Jabavu well and probably lived there himself. However, the conditions in Jabavu were very similar to many other informal settlements in South Africa at the time.

The speaker describes the emptiness of the area. The land is completely barren: 'Dry as the sand' (line 10) and 'dusty' (line 12) and 'rocky' (line 13). Nothing grows there in winter. It is 'bare of trees, and bare of grass' (line 3).

It is located on the highveld, with extremely cold winters. Children have become ill because of these conditions. People find it impossible to protect themselves from the cold which 'invades the shacks' (line 11). Their thin 'cotton blankets, rags and sacks' (line 15) provide no warmth against the cold. People are living in poverty and cannot afford thick, warm blankets. Despite the awful conditions, the poet dreams of something better. The poet ends the poem on a note of optimism (hope) when he describes how much better life in Jabavu could be in the future.

TEST YOURSELF

1. Refer to *Dry as the sand, rough as a rasp* (line 10).
 - 1.1 Which figures of speech are used in this line? (1)
similes✓
 - 1.2 Explain why each of these is effective. (4)
Dry as the sand'. In this simile, the sand's dryness✓ is being compared to the dry cold.✓ OR 'rough as a rasp'. In this simile, the cold's roughness ✓ is compared to the roughness of a rasp. ✓
2. Refer to line 5: *Jabavu sleeps*.
 - 2.1 Which figure of speech is used? (1)
personification✓
 - 2.2 Explain the effectiveness of this figure of speech. (2)
Jabavu, the shantytown, is personified as a person who is asleep✓ and will wake up 'One day'.✓
3. 3.1 Quote a word from stanza 2 which shows that the cold is personified. (1)
'creeps' / 'grasp' / 'invades' ✓ (any one)
 - 3.2 How does the personification add to the meaning of what the cold feels like and quote to support your answer. (3)
The cold is like an enemy ✓ ('invades' ✓)
It is secretive / sly ✓ ('creeps' ✓)
It is harsh / persistent / relentless ('grasp'✓)
(Note: Any THREE marks for a full understanding/discussion which is substantiated.)
4. Refer to *One day Jabavu will awake...The stars are bright*. (lines 17–24):
 - 4.1 State whether the word 'sleeps' is used literally or figuratively. (1)
figuratively✓
 - 4.2 Explain your answer above. (2)
Jabavu is like a person (personified) who is sleeping for a short period of time✓ and will 'wake up to' a better future✓.
5. In your own words, describe three things that will be different for the shantytown in the future. (3)
The children will be happy.✓

The children will no longer be sick.√
The children will be able to play in the parks.√
The parks will be pretty.√
Houses will be solidly built.√
People will be warm.√
 (Any THREE.)

[18]

4.	PAPER 3 WRITTEN WORK
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The following will be discussed with examples:

SECTION A: ESSAY WRITING**50 MARKS**

An essay

SECTION B: LONGER TRANSACTIONAL WRITING 30 MARKS

Dialogue / Interview

SECTION C: SHORTER TRANSACTIONAL WRITING 20 MARKS

An invitation

GRAND TOTAL: 100 MARKS**SECTION A: ESSAY WRITING**

- **Read all the topics.**
 - Write down a few ideas on each topic.
 - Eliminate the topics that you do not understand or know very little about.
 - Remember you have to be able to write the required number of words on the topic without repeating yourself.
- **Underline all the keywords** in the chosen topic to ensure that you do not miss important information.
- **Choose a topic that you fully understand.**
 - If you are uncertain about what the topic requires from you then you should not attempt to write it.
- **Choose a topic that interests you.**
 - If you don't care about limiting cigarette advertising, don't select it as a topic for a persuasive essay.
 - You'll have more to say, and you'll write better, on something you care about.
 - Generally, if you choose a topic that is interesting to you, then your reader will find it interesting too.
- **If your essay requires knowledge, choose a topic about which you have sufficient information.**
 - Make sure you select a subject that you can develop with enough details.
 - After you've picked a topic, **don't be afraid to change it if it isn't working out.**
 - Teachers would rather you write a good essay than sticking to a topic that was a poor choice.
- **Use fresh and original images and descriptive words.**
 - Avoid too many idioms as it makes your writing unoriginal.
 - Avoid using inflated vocabulary – it may seem forced and not fit the context of the topic.

SECTION A: ESSAY LENGTH: 250 – 300 WORDS

1.8.1 Write an essay based on the image below. There should be a clear resemblance between the picture and your essay. Provide your own title.



1.8.1 Time is the only constant

It is not money that makes the world go round. Money can only get you from point A to B, but mastering time can get you anywhere. In fact, the world revolves around time.

He who masters time, masters the world. In the same respect, it is in the most cases, acceptable that a man who values his time tends to be more productive in all that he does. The rule is simple; value and respect your time. It is as easy as a pie. You do not necessarily need to be a rocket scientist to know how to master time. No, it is just a matter of being tactical – it takes you only to know what you want to achieve each day to be a master of time.

There is a saying of the world that outlines that the time wasted is never regained. This clause is true all dimensions – there are no different angles to this one. To be correct, it stands to not be corrected. To make life easy for yourself, you need only to be a time manageable sensitive being. Time management is associated with setting measurable goals for yourself, having a personal commitment, and a mission statement.

It is these essentials that will bind you to be conscious of time management. To be reluctant to lead a life propelled by time management is to refuse attracting prosperity.

The introduction is thoughtprovoking and mature.

Effective, balancing/Contrasting of concepts.

Candidate develops the topic coherently.

Some errors of punctuation.

Some clichéd expression, but accurately used.

New idea is developed in this paragraph. It follows coherently from what precedes it.

There are some lapses in expression, e.g. 'saying of the world'.

The legend of punctuality bears in it same of the most painful consequences of not adhering to punctuality. Many have missed their so-called "once in a life time opportunities" due to being repellent to punctuality. Punctuality is very vital, especially in situations where first impressions must come in. It is better to be a few minutes early, than to be late. "The early bird catches the fattest worm". When all has been said and done, the only friend time trusts the most is planning. If you fail to plan, you simply disappoint time. As they say, "to fail to plan is to plan to fail." It is best to make yourself a favour and indulge in planning. It makes life a whole lot easier for you. The very same planning gives rise to time management, mastering time and punctuality. All these combined together, will yield a very 'productive and effective life. GENERAL COMMENTS: • <i>The content in this essay shows impressive insight into the topic.</i> • <i>The register is appropriate in context.</i> • <i>There is a substantial range of ideas, which are well developed.</i> • <i>Paragraphing is very well structured.</i> • <i>The essay is too long.</i> Mark: 47/50 (94%)	Ideas and expression partly garbled, e.g. 'repellent to punctuality'. The concluding paragraph has impact. Some striking expression. New ideas are introduced, and they are coherently linked to the concluding idea, although it can be argued that the true conclusion lacks substance as it is dismissed in
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SECTION B: LONGER TRANSACTIONAL WRITING LENGTH: 120 - 150 WORDS

DIALOGUE / INTERVIEW

- A dialogue is a conversation between two people. It is a record of the exchanges as they occur, directly from the speakers' point of view.
- An interview is similar to a dialogue. The major difference is that, in an interview, the one speaker probes the other by asking questions, whereas in a dialogue the speakers engage in a conversation.
- Consider the following when writing a DIALOGUE/INTERVIEW:
- There must be an INTRODUCTORY paragraph which sets the scene (the where, when and who details; indicating the relationship between the speakers and the issue which has brought them together in conversation), and a CONCLUDING

paragraph which closes the scene. Both paragraphs must be in the PRESENT tense. Do not write them in brackets.

- Avoid long, drawn-out greetings. Rather sketch the scene of the conversation that is already taking place.
- Write the names of the characters on the left side of the page. If you are one of the speakers do not use the pronouns 'I' or 'me' but give yourself a name. Do not use names which are too long and thus use up too much space. Do not become lazy and start abbreviating the names later in the dialogue.
- Use a colon after the name of the character who is speaking.
- Draw a pencil line down the length of the page (use the colon after the longer name as a guide) and block all the dialogue to the right of this line. Erase the line at the end.
- DO NOT use quotation marks/inverted commas to indicate the dialogue.
- Leave a line open between each speaker.
- There must be clear links between each speaker (particularly important in an interview – the questions must follow logically after the last words of the interviewee).
- Stage directions must be given in brackets before the words are spoken. Do not use too many stage directions as the focus should be on the actual conversation. A phrase (such as 'slamming her bedroom door') must not begin with a capital letter or end with a full stop. A clause/proper sentence (such as 'She slams her bedroom door.') must begin with a capital letter and end with a full stop.
- Register, style, voice and word choice must be appropriate.
- E.g. If it is a conversation between two friends, the type of register and word choice will be very different compared to that between a daughter and her mother, which in turn will be very different compared to a conversation between a learner and the principal/a teacher.
- Even if it is a conversation between two friends, DO NOT USE SLANG and avoid words such as 'okay', 'alright'.
- Punctuate the conversation correctly. E.g. Mom, I didn't ... / I really don't want to talk about this any more, Mary.

EXAMPLE OF A DIALOGUE

Deena and her twin brother, Brian, are [present tense] talking about the tension that existed in Deena's friendship group. Deena is [present tense] very appreciative that Brian has helped [present tense] to resolve the bad feelings.

Deena: I'm really glad that you invited Heather over yesterday.

Brian: You were not happy when Heather showed up at our party last week.

Deena: Brian, I admit I was nasty to Heather, but things are fine now.

Brian: (frowning) [stage direction before the words are spoken] What was your problem with Heather?

...

The twins complete [present tense] their tea-break and each returns [present tense] to their room to continue with their homework.

ZITS

BY JERRY SCOTT AND JIM BORGMAN

**SECTION C: SHORTER TRANSACTIONAL TEXT LENGTH: 80 – 100 WORDS****INVITATION**

An invitation is a short text to invite someone to an event or to do something. **An invitation must include:**

- the name of the invitee
- the date, venue and time at which the occasion will start
- the nature of the event

An invitation may also include

- RSVP (please reply)

- dress code
- Style and tone
- the context will determine if it is formal or informal
- Full sentences are not necessary.



Example of an INVITATION

Instruction

Your school will be hosting an annual concert in which learners will perform. As the chairperson of the Representative Council of Learners (RCL), you have been asked to invite members of the School Governing Body (SGB) to attend this concert. Write out the content of your invitation card.

INVITATION TO ANNUAL SCHOOL CONCERT

The RCL cordially invites the members of the School Governing Body to attend the Smallville High School EVENING AT THE OSCARS!

Come and experience the magical entertainment of dancing, music and singing by our learners as they showcase their many talents at this annual special event.

WHEN: 17 SEPTEMBER 2021
VENUE: SCHOOL HALL
TIME: 17:30 for 18:00
DRESS CODE: SEMI-FORMAL

As guests of honour, you are invited to the Staffroom during INTERVAL to enjoy some light refreshments.

RSVP: Miss Seema Wallace (school Secretary) by 14 September 2020 at 073 2567891 or smallvillehs@gmail.com

NOTES

[illegible]

