education

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PROVINCIAL

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GRADE 12

TERM 1

REVISION MATERIAL

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1.INSTRUCTION WORDS

Key word	Meaning
analyse	Break up into separate parts and discuss, examine, interpret, explore and investigate each part. Say how each part is important. Explain how the parts are linked or related.
apply	Use in practical way. When you apply you show in a practical way what your understanding is. Use your knowledge and understanding of the topic to make it relevant to a situation, issue or problem.
assess	Judge or estimate the nature, quality or value of something. Make a value judgement that you justify by giving reasons.
calculate	You need to get to an answer by using numbers. You will add, subtract, multiply or divide numbers to reach an answer.
comment	Give your opinion on, explain or criticise. Make a judgement based upon the evidence.
compare	Look at two or more things. Identify similarities and differences. See how they are the same, and how they are different. Focus more on similarities than differences
complete	Add the missing information.
consider	Think about and give your opinion.
contrast	Show them in Focus on the differences between two or more things. opposition to each other.
create	Put together ideas or parts to develop an original idea; engage in creative thinking; offer a novel or new suggestion or item.
criticise	You need to make judgements to show your own ideas and evaluation.
critically analyse	Show approval or disapproval, or find mistakes or faults, and merits or good aspects; give reasons.
define	You need to give the exact meaning of the term or words. Definitions are short and exact. This is not a discussion.
describe	Give an account of something where you recall what you have learned or state what you observed.
determine	Find out the facts. For example, determine how many learners in Grade 11 do physical exercise more than four times a week.
discuss	Write about something; compare a number of possible views about an issue or problem. Debate, consider, and argue the issues. Include comparisons and contrasts, look at pros and cons. Say what you think about the topic. Give a full answer in sentences, not just a list in point form. Always give a conclusion.
do you think	Give your OWN opinions about an issue or problem. Pay attention to the reason you give and arguments you offer; you will not be given marks just for an opinion. Provide well-reasoned or logical reasons for your opinions,based on facts.
enumerate	This is the same as list. Give a number of points.
evaluate	Give your own opinion and /or the opinions of others. Give evidence to support your evaluation. Give an indication of the amount, quality or value of something. Compare a number of possible views about an issue or problem. Make judgements based on facts.

examine	**Carefully look at something and in detail so you can comment on it. Breakdown an issue or problem into smaller parts to understand it. Then explain what you have learned.**
Explain	**Give details, describe, make clear, make it understandable. Make something plain or simplify. Describe in detail so that it can be understood. Always give examples when you are asked to explain. give You supply, provide, present, or offer information.**
Identify	**Recognise and name someone or something; to say who or what they are.**
illustrate	**Give realistic examples. Explain very clearly. You can use examples and comparisons.**
interpret	**Show your understanding of the topic, comment on it, give examples. Describe relationships, explain the meaning.**
in your opinion	**This asks you what you think about something or feel about something. For example, in your opinion "Are South African Citizens Doing Enough to Flatten the curve of coronavirus in SA?**
list	**Give a short list of the points. State in the shortest way. Be brief. Do not discuss or write an essay. Usually you write items one below the other in a list.**
match	**Find things that go together; find things that are similar or connected to each other.**
measure	**Find the size, quantity, etc. of something. Judge the importance, value or effect of something.**
mention	**Write about something without explaining. There should be no detail; keep it brief.**
name	**Similar to mention; give a brief answer without long explanations.**
outline	**Summarise, describe main ideas and core points, concepts or events. Give an overview.**
prove	**Give the facts to support the issue.**
state	**Explain exactly and clearly as it is.**
suggest	**Give possible reasons or ideas. These must be believable; they do not necessarily have to be proven to work.**
summarise	**Give a very short and brief account. Include a short conclusion. Do not give unnecessary details.**

2. VISUAL LITERACY

CARTOONS

Notes

A cartoon is usually a humorous drawn picture of a situation, well-known personality or story.

Cartoons are used to express ideas or to draw attention to a situation or a well-known personality.

They often highlight a current social or political issue.

Analysing Cartoons

WHEN STUDYING CARTOONS LOOK AT:

Characters: Are they stereotypes or caricatures?

Background & Setting: Where & when is the scene taking place?

Language: Is formal /informal register used? How are the sentences structured?

Punctuation: Used to portray emotions.

Actions: Look at facial expressions and symbols or lines used to portray movement/emotion.

Objectives: Is the aim to inform, educate or entertain?

GOLDEN RULES FOR ANALYSING A CARTOON

2.1 When you study cartoons or cartoon strips, ask yourself the following questions:

- Is the cartoon meant to make me laugh or think seriously about something?
- What do I notice about the body language of the characters in the cartoon?
- What do I notice about the font and size of words in the cartoon?
- What do I notice about the punctuation used?
- What connections can I make between the words and the drawings?
- Know the meaning of the technical aspects of the cartoon, as it will most probably be included in the questions:

- Å A cartoon can be a single frame or consists of a series of frames.
- Å Movement is indicated by vertical, curved and diagonal lines.
- Å Speedy action is indicated by streaky lines or the action leaving the frame.
- Å Fonts are also changed for emphasis.

LOOK AT EXAMPLES BELOW

TEXT 1

Words in bold = loud

Jagged speech bubble, bold print and question/exclamation marks indicate shouting.

The asterisk indicates confusion or a thought process.

Smile = happy

Mom is hysterical: wide open eyes and mouth.

Blank expression emphasises confusion

Hands on head = despair!

TEXT 2

Shows she has moved away

Emotions?
Evidence?

Commenting on Cartoons

- All answers should be substantiated with close reference to the cartoon.
- Pay careful attention to the body language of the characters and refer to visible features.
- Remember that cartoons make use of puns, satire, sarcasm and irony that need to be explained by referring to the cartoon.

Caricature

- This is a drawing in which a person or action is shown with exaggerated features.
- Features are exaggerated to help with identification or to ridicule.

Stereotype

- This is a fixed, exaggerated and preconceived description of a specific type of person, group or nation.
- For example, the Italians are said to be emotional and the British cold.

To answer questions on cartoons, you need to:

- Understand the ómessageôor point of a serious cartoon (i.e. one that is making a comment about something in society that the cartoonist is concerned about) and understand the joke in an amusing cartoon.
- Understand that the way people, animals or objects are drawn in the cartoon affects the meaning of the cartoon (for example, body language and facial expressions).
- Understand how the way words are written in the cartoon (for example, font size, use of capital letters and bold type) affects meaning.
- Understand how punctuation is used to affect the meaning of the cartoon.

ACTIVITY1: CARTOONS

Study the cartoon and answer the questions based on it.

TEXT A

FRAME 1 **FRAME 2** **FRAME 3** **FRAME 4**

[Source: www.onlinedatingnewsletter.com]

1.1. Describe the friendôs tone in Frame 2. (2)

1.2. Account for the change in Larryôs facial expression and body language throughout the cartoon. (3)

1.3. Discuss the impact of the visual elements in Frame 1 and Frame 4. (2)

TEXT B

1.4 Comment on how the cartoonist has effectively used visual cues to convey the message of the cartoon. (3)

[10]

TEXT C

FRAME 1 **FRAME 2** **FRAME 3** **FRAME 4**

[Source: www.curtiswilkinskingdom.com]

1.5 Discuss how the cartoonist conveys Curtis's attitude in the cartoon. Focus on his facial expressions, body language and his speech. (4)

TEXT D

FRAME 1 **FRAME 2** **FRAME 3** **FRAME 4**

[Source: www.curtiswilkinskingdom.com]

1.6 Explain the irony in the girlôs words in frame 4. (3)

1.7 Describe how visual cues have been used in the cartoon to show what is happening to Curtis. (3)

[10]

1 ADVERTISEMENT

GOLDEN RULES FOR ANALYSING AN ADVERTISEMENT

1. When you analyse advertisements, ask yourself the following questions:

Å What is being advertised?
Å Who is likely to be interested in this product?
Å How do the designers try to make the product appealing?
Å Why do they use specific words in the advertisement?
Å What does the picture show and why was it chosen?

2. Know the meaning of the following terms:

Å Slogan: Words that are linked to a product and that are easy to remember (for example, ñFinger-licking goodò).
Å Logo: A visual design, sometimes including letters, words or symbols, that is the official sign of a company or organisation (for example, the Nike tick).
Å Font: The style and shape of printed letters, often especially chosen for emphasis in advertisements or cartoons.
Å Target market: The type of people an advertisement wants to attract (for example, fashionable young people; wealthy business people).
Å Layout: The way the advertisement is set out on the page so that certain words and pictures attract attention.
Å Language use: The choice of words and ways of saying things (for example, the use of slang to sell jeans to young buyers; formal language used to sell banking services to business people; dramatic language used to sell adventure equipment; repetition used to make the reader remember the message).
Å Figures of speech: The use of metaphor, simile, hyperbole (great exaggeration),onomatopoeia, puns, personification and alliteration (for example, hyperbole and alliteration used together: ôBetty bakes the best buns in the worldô).
Å Sound devices: Words chosen for the effect of their sounds (for example, onomatopoeia and alliteration used together: ôShush, babyôs sleeping).

3. To answer questions on advertisements, you need to:

Å Understand what the words in the advertisement mean; and understand what is shown in the advertisement drawings or pictures;
Å Pay attention to how the words and the pictures work together to persuade the reader to buy a product or do what the advertisement suggests (for example, a road safety advertisement may ask that drivers drive slowly);
Å Understand how the layout of the advertisement and the use of fonts attracts the readerôs attention;

Å Pay attention to how punctuation has been used; and Notice the use of figures of speech

ACTIVITY 2: ADVERTISEMENTS – TEXT A

Study the advertisement below and answer the questions set on it.

TEXT ABOVE READS

From Centrum®, the World's No. 1 multivitamin, comes a new range, for targeted nutritional support, designed to work with your multivitamin. Omega 3 essential fatty acids are necessary for human health, but are not produced by your body. Centrum®MyNutrients® Omega 3

provides you with this essential fatty acid which plays a role in supporting heart, brain and eye health, all encapsulated in a taste-controlled MiniGel.
For more information on Centrum®MyNutrients™ Omega 3, visit www.mynutrients.co.za

2.1 Explain how **Centrum MyNutrients Omega 3** is different from other types of multivitamins. (2)

2.2 Refer to the phrase, ñWorldôs No. 1 multivitaminò in the written text.

Discuss how this phrase is intended to influence the reader. (2)

2.3. Comment on the advertiserôs technique in using the catch-phrase, ñMy Body.My Needs.My Nutrients.ò

Refer to both the catch-phrase and the name of the product. (3)

2.4. In your view, is the image effective in promoting the product advertised? Substantiate your response. (3)

[10]

TEXT B- STUDY THE ADVERT BELOW AND ANSWER THE QUESTION

THE TEXT ABOVE READS

> **Introducing a funner, smarter, techier Honda Civic.**Funner, with Pandora® compatibility.[1] Smarter with a customizable multi-informational display and SMS texting functionality.[2] Techier, with standard features like *Bluetooth®*[3], USB integration[4] and rearview camera. Basically, itôs everythingé er

2.5 Account for the use of ñbestò and ñbetterò in ñWe made the best Civic even better.ò (2)

2.6 Discuss why the advertiser uses degrees of comparison, ñé erò, to promote the features of the product. (2)

2.7 Comment critically on how the diction used in the body text will appeal to the target audience of this product. (3)

2.8 In your view, do the visuals, especially the three images above the product, support the advertiser's message? Justify your response. (3)

[10]

2 SUMMARY WRITING

GOLDEN RULES FOR WRITING A SUMMARY

1. Read the instructions in the question paper carefully to determine what is expected/ which seven facts are required.

2. Read the text or article to get a general idea of the subject matter.

3. Then read through it a second time to identify the main points.

You can do this paragraph by paragraph.

- Identify the topic sentences and underline/ highlight it. These are usually the first sentences of each paragraph. They give the main idea for the paragraph (with the following sentences supporting this main idea).
- Also look for the concluding sentence in the paragraph, as this often summarises the paragraph.

4. Now write the main idea of each paragraph (or section) in one sentence.

- Å Use your own words, rather than the author's words. This is important because if you quoted verbatim what the author has written, you'll lose marks.
- Å Your summary should be written in point form.
- Å Number your sentences from 1-7.
- Å Write only ONE point per sentence.
- Å Always indicate the number of words at the end of your summary.

3 Edit what you wrote.

- Å Check for grammar, spelling and punctuation mistakes as you will be penalised for language errors

ACTIVITY 3.1: SUMMARY WRITING

<u>SUMMARY</u>

SUMMARISING IN YOUR OWN WORDS

Summarise in your own words **the guidelines on how to study effectively from a textbook**, as presented in **TEXT A**.

NOTE:

1. Your summary should include **SEVEN** points and NOT exceed **90 words**.
2. You must write a fluent **PARAGRAPH**,using your own words.
3. You are NOT required to include a title for the summary.
4. Indicate your word count at the end of your summary.

TEXT A

HOW TO STUDY FROM A TEXTBOOK

As soon as you get your textbook, give yourself a head start by reading the Table of Contents, prefaces, introduction, and any other up-front material in the book. Page through the book and see what it contains. Read the captions, read chapter titles, and go to the back of the book to see if there is a glossary, an index, answers to quizzes given throughout the text, etc. Get familiar with your book. Treat it like a tool you want to use with proficiency.

When you are ready to begin reading a chapter, donôt just plunge into your reading. Preview each chapter by looking at headings, subheadings, topic sentences,boldfaced and italicised words, pictures, diagrams, graphs, summaries, andreview questions at the end. Then ask yourself questions about the subheadings.

Read a section of the chapter (one subheading at a time). Put the book down and ask yourself what you just read. Did you understand what it was about? Could you answer questions about it? Could you explain it to someone else? Continue reading and stopping to think about what you just read. Ask yourself questions.

Donôt skip any part of the chapter. Read the notes in the margins, the captions under photos, definitions, and any additional information the author has included. Itôs all there to help you learn.

Never be afraid to mark your text ï use different coloured highlighters for particularly important parts, but donôt defeat the purpose of highlighting by overdoing it.

After you have read the chapter through, outline it by going back and taking notes. Define terms, draw diagrams, and explain things in your own words. Make up memory tricks to help you remember new terms. For example, if you are studying the part of the brain called the ñhippocampusò you may use a memory trick of association, picturing a ñhippoò with a good memory, since the hippocampus deals with memory formation.

Be creative and draw arrows or other symbols to direct you to important details or definitions. If a word appears that you do not know, look it up and write the definition in the margin. Underline key points.

[Adapted from Mayland Community College S.O.A.R. Program, April 2002]

[Total Section B: 10]

ACTIVITY 3.2 – Summary Writing

SUMMARISING IN YOUR OWN WORDS

Summarise in your own words **the evolution and development of the Guinness World Records**, as presented in **TEXT B**.

NOTE:
1. Your summary should include **SEVEN** points and NOT exceed **90 words**.
2. You must write a fluent **PARAGRAPH**,using your own words.
3. You are NOT required to include a title for the summary.
4. Indicate your word count at the end of your summary.

TEXT B

BELIEVE IT OR NOT …

The biggest house of cards, the longest tongue, and of course, the tallest man: these are among the thousands of records logged in the famous Guinness Book of Records. Created in 1955 after a debate concerning Europe's fastest game bird, what began as a marketing tool sold to pub landlords to promote Guinness, an Irish drink, became the bestselling copyright title of all time (a category that excludes books such as the Bible and the Koran).

In its early years, the book set its sights on satisfying man's innate curiosity about the natural world around him. Its two principal fact finders, twins Norris and Ross McWhirter, scoured the globe to find and document aspects of life that can be sensed or observed, things that can be quantified or measured. But not just any things. They were only interested in superlatives: the biggest and the best.

Once aware of the public's thirst for such knowledge, the book's authors began to branch out to cover increasingly obscure, little-known facts. They started documenting human achievements as well. A forerunner for reality television, the Guinness Book gave people a chance to become famous for accomplishing eccentric, often pointless tasks. Records were set in 1955 for consuming 24 raw eggs in 14 minutes and in 1981 for the fastest solving of a Rubik's Cube (which took a mere 38 seconds).

In its latest incarnation, the book has found a new home on the internet. No longer restricted to the confines of physical paper, the Guinness World Records website contains seemingly innumerable facts concerning such topics as the most powerful combustion engine, or the world's longest train. While there is no denying that each of these facts has its own, individual allure, the latter represents a significant deviation from the education-oriented facts of earlier editions. Perhaps there is useful knowledge to be gleaned regarding the tensile strength of a beard, but this seems to cater to an audience more interested in seeking entertainment than education.

Originating as a simple bar book, the Guinness Book of Records has evolved over decades to provide insight into the full spectrum of modern life. And although one may be more likely now to learn about the widest human mouth than the highest number of casualties in a single battle of the Civil War, the Guinness World Records website offers a telling glimpse into the future of fact-finding and record-recording.

[Adapted from www.cukashmir.ac.in,accessed May 2013]

[10]

COMPREHENSION

ANSWERING A COMPREHENSION TEST

GOLDEN RULES FOR ANSWERING A COMPREHENSION TEST

1. Read through the passage.

2. Read through the questions based on the passage.

3. Read through the passage again, keeping the questions in mind to locate possible answers.

4. Read through each question again and do the following:

   - Underline/ highlight/ circle the instruction words as to be informed what each question expects you to do.
   - Underline the key word/ key idea

5. Answer the questions and keep the following in mind:

   - Number your answers to correspond with the numbering system used in the question paper.
   - Skip a line between each answer as to facilitate the marking process.
   - Write neatly and legibly.
   - The mark allocation will indicate the length of the required answer.
   - Determine if the answer needs a full sentence, a word or a phrase.
   - If answering in a full sentence, start the answer with a capital letter and end it with a full stop.
   - If you have to quote from the text, enclose the quote with quotation marks/ inverted commas.
   - Answer all the questions because a question that is left unanswered constitutes a zero mark.
   - If time allows it, edit your work to check that you have answered correctly and followed the Instructions.
   - Watch out for careless mistakes and proofread your essay and/or short answer questions.
   - Only change an answer if you misread or misinterpreted the question because the first answer that you put down is usually the correct one.

ACTIVITY 4.1- Comprehension
READING FOR MEANING AND UNDERSTANDING
Read TEXTS A and B below and answer the set questions.

TEXT A

HERE'S WHAT A CONSTANTLY PLUGGED-IN LIFE IS DOING TO KIDS' BODIES

1. If it seems like your kids are constantly plugged in, tapping away on their cell phones, obsessively gaming and WhatsApping way more than they're actually ... chat-chatting ï well, thatôs because they are. Itôs estimated that children ages 8 to 18 spend an average of seven hours a day behind screens;teens send an average of 3,417 text messages each month;and 97 percent of adolescents have at least one electronic device in their bedrooms. **5**

2. Whatôs just as scary as how much time kids spend on screens is the effect it can have on their health. Their backs and wrists are sore, their sleep is disrupted and their attention spans are diminished.

3. The human bodyôs natural position is an erect posture. A person sitting in front of a computer is likely to have hunched shoulders and forward head posture, which puts a strain on the muscles and joints, causing soreness and fatigue. Parents should be conscious of ergonomics when kids are at their computers: It should be on a desk with the keyboard at hand level, there should be a supportive backrest, and kids should try to maintain an upright position. **10** **15**

4. Research has also linked childhood obesity to too much screen time. In a recent study, 61 percent of obese boys and 63 percent of obese girls reported watching television for two or more hours each day. According to government guidelines, kids and teens should get at least one hour of moderate to vigorous physical activity each day at least three times a week to increase strength and develop strong muscles. **20**

5. Wrist and finger pain is common in kids who play video games. A study (done by a kid!) found that children were 50 percent more likely to experience pain for every hour they spent gaming. Too much texting can also lead to soreness and cramping in the fingers, known as ñtext claw.òThe average teen sends 3,417 texts a month, which is about seven an hour. Ouch! So it is important that parents need to limit game time: Two hours per day is too much for a 7or 8 year old. **25**

6. Teensôconstant use of electronics at home and at school is taking a toll on their eyes, according to David Epley, a paediatric ophthalmologist. Whenever someone spends time in front of a screen their ñblink rateò goes down, which can lead to dry, itchy eyes and eye strain. While teensô eyes can get used to screens, damage can develop over time and even cause myopia, or near-sightedness. A computer user should shift focus away from a screen every 20 minutes and take 20 seconds to look at something that is at least 20 feet away. ñThis gets you blinking again,òEpley said. ñAnd restores moisture to the surface of the eye.ò **30** **35**

7. Four out of 5 teenagers sleep with their cell phones on and near their beds. And theyôre not just using phones as alarms;another study found that teens send an average of 34 texts a night after getting into bed. Teensôsleep can be disrupted by screens because the bright lights that glow from the devices ñwakes up the brain,ò explains Michael Decker, a sleep specialist. The light can confuse the brain since it cannot differentiate between sunlight and a computer screen. Not getting enough sleep has a psychological effect on teens, and can lead to irritability and poor social skills. Memory is also negatively affected, which in turn can diminish academic performance.

8. The National Sleep Foundation recommends that teenagers get 9.25 hours of sleep each night (although for some kids, 8.5 hours is enough). Dr. Suzanne Phillips suggests discussing a night-time plan with your kids ï either phones off after 11 p.m., or requiring them to charge it in another room overnight.

9. There is no hard evidence to suggest that technology is rotting your kidsôbrains. Sure, screens can be harmful: Today's teens are more distracted;social media can contribute to psychological problems;and most obviously, they canôt read maps. But there are also benefits to growing up with technology. Dr. Larry Rosen, a renowned author on the effects technology on the youth, says that social media can help teens find their identity in the world. A recent study found that interactive tools did help kids learn. Toddlers who interacted with the screen picked up concepts and words faster.

10. While experts on both sides of the issue have strong opinions, most agree that moderation is key. And as parents, one must look at oneôs own screen habits and remember that the kids are watching. Kids do not need our undivided attention all day long, but they do in those real-life moments of talking and reading and doing the hard work of parenting dealing with meltdowns, teaching them how to pick up their clothes.

11. So, moms and dads, itôs time to walk away from the computer, put the phone down and enjoy your kids face to face.

[Adapted from:www.huffingtonpost.com, November 2013]

AND

TEXT B

[Source: Alissa Scheller online, 2013]

QUESTIONS ON TEXT A:

1.1. How does the writer emphasise the point in paragraph 1 that ñkids are constantly plugged inò? (2)

1.2. Give TWO different points from paragraph 2 that the writer makes about how kids can be affected by spending too much time on gadget screens. (2)

1.3. Suggest why the writer refers to ñyour kidsò in line 1 and paragraph 11. (2)

1.4. ñA study (done by a kid!) found that children é for every hour they spent gamingò (lines 22-24).

Comment on the writerôs intention of the note she added in brackets. (2)

1.5. The writer feels that using a cell phone in bed can affect the brain (lines 39-41).

Provide evidence from paragraph 7 which supports this view. (2)

1.6. Refer to paragraph 9.

Suggest, in your own words, how parents can ensure that children and teens use technology in a beneficial way. (3)

1.7. ñAnd as parents, one must look at oneôs own screen habits and remember that the kids are watching.ò (lines 58-59)

Discuss what ñlessonò the writer is trying to teach parents. (2)

1.8. Comment critically on the tone used in paragraph 11. (3)

1.9. In your view, is the article a balanced and fair look at how children and teens use technology? Substantiate your response. (3)

QUESTIONS ON TEXT B

1.10. Why, do you think, were icons (the pictures in each circle) used on the poster? (2)

1.11. In your view, does this poster successfully serve its purpose? Motivate your response. (3)

QUESTIONS ON TEXTS A & B

1.12. In your opinion, which of the two texts is more effective in highlighting the negative effects of technology use on teens? Justify your answer. (4)

[30]

ACTIVITY 4.2– COMPREHENSION
READING FOR MEANING AND UNDERSTANDING

CONCUSSIONS: NOT JUST A KNOCK ON THE HEAD

1. Concussions are brain injuries that occur when a person receives a blow to the head, face, or neck. Although most people who suffer a concussion experience initial bouts of dizziness, nausea, and drowsiness, these symptoms often disappear after a few days. The long-term effects of concussions, however, are less understood and far more severe. Recent studies suggest that people who suffer multiple concussions are at a significant risk for developing chronic traumatic encephalopathy (CTE), a degenerative brain disorder that causes a variety of dangerous mental and emotional problems to arise weeks, months, or even years after the initial injury.

2. These psychological (mental and emotional) problems can include depression, anxiety, memory loss, inability to concentrate, and aggression. In extreme cases, people suffering from CTE have even committed suicide or homicide. The majority of people who develop these issues tend to be athletes who participate in popular high-impact sports, especially football and boxing. Although new sports regulations and improvements in helmet technology can help protect players; amateur leagues, the sports media, and fans all bear some of the responsibility for reducing the incidence of these devastating injuries.

3. Improvements in diagnostic technology have provided substantial evidence to link severe ï and often fatal ï psychological disorders to the head injuries that players receive while on the field. Recent autopsies performed on the brains of football players who have committed suicide have shown advanced cases of CTE in every single victim. This shows a significant link to the devastating effect CTE can have on an individual.

4. In response to the growing understanding of this danger, the National Football League (NFL) has revised its safety regulations. Players who have suffered a head injury on the field must undergo a ñconcussion side-line assessmentò ï a series of mental and physical fitness tests ï before being allowed back in the game. In an effort to diminish the amount of head and neck injuries on the field, NFL officials began enforcing stricter penalty calls for helmet-to-helmet contact, leading with the head, and hitting a defenceless player. Furthermore, as of 2010, if a playerôs helmet is accidentally wrenched from his head during play, the ball is immediately whistled dead. It is hoped that these new regulations, coupled with advances in helmet design, will reduce the number of concussions, and thus curb further cases of CTE.

5. Efforts by the NFL and other professional sports leagues are certainly admirable; we should commend every attempt to protect the mental and physical health of players. However, new regulations at the professional level cannot protect amateur players, especially young people. Fatal cases of CTE have been reported in victims as young as 21.

6. Proper tackling form ï using the arms and shoulders to aim for a playerôs midsection ï should be taught at an early age. Youth, high school, and college leagues should also adopt safety rules even more stringent than those of the NFL. Aggressive, high impact plays should be discouraged. Furthermore, young athletes should be educated about the serious dangers of head injuries at an early age, so that they can become aware of how it can affect them later in life, or possibly even end their lives. **40**

7. Perhaps the most important factor in reducing the number of traumatic brain injuries, however, lies not with the players, the coaches, or the administrators, but with the media and fans. Sports media producers have become accustomed to showcasing the most aggressive tackles and the most intense plays. NFL broadcasts often replay especially violent collisions while the commentators marvel at the playersôphysical prowess. Some sports highlights television programs even feature weekly countdowns of the ñhardest hits.òWhen the media exalts such dangerous behaviour, professionals are rewarded for injuring each other on the field. Since fame brings fortune and favour, amateurs become more likely to try to imitate their favourite NFL athletes because they believe it is that sort of behaviour that gets recognition. **45** **50**

8. Announcers, commentators, television producers, and sportswriters should engage in a collective effort to cease glorifying brutal plays. In turn, fans should stop expecting their favourite players to put their lives on the line for the purposes of entertainment. Players must not be encouraged to trade their careers, their health, their happiness, and even their lives for the sake of a game. **55**

[Adapted from:www.englishforeveryone.com, accessed June 2016]

AND

TEXT B

[Source: caglecartoons.com, 2015]

QUESTIONS ON TEXT A:

1.1. Choose the most suitable answer.

In lines 6-8, the writer describes CTE as a **degenerative** brain disorder, this implies that the brain disorder é

A is initially severe.
B improves over time.
C worsens over time.
D is fatal. (1)

1.2. Discuss which type of athletes are more likely to develop CTE problems and why. (2)

1.3. Suggest why the writer includes the fact that autopsies where done on the brains of football players who had committed suicide(lines 19-20). (2)

1.4. Comment on the writerôs tone in paragraph 3 with reference to the diction used. (3)

1.5. Explain how the NFL has revised its safety regulations to õreduce the number of concussionsò(line 32). (3)

1.6. Although the NFL and other professional sports leagues (line 33) are making an effort to protect the players, who is still vulnerable and why? (2)

1.7. Refer to paragraph 7.

Suggest why the media and fans are the most important factor in reducing the number of traumatic brain injuries. (3)

1.8. Account for how fame, fortune and favour (lines 51-52) encourage amateurs to imitate their favourite NFL athletes. (2)

1.9. In your view, is the last paragraph an effective conclusion to the article? Substantiate your response. (3)

QUESTIONS ON TEXT B

1.10. Suggest why the cartoonist has the NFL character (the man on the right wearing a suit and tie) carrying those bags. (2)

1.11. In your view, what has been implied by having the brain and heart õfallingò out of the characters? Motivate your response. (3)

QUESTIONS ON TEXTS A & B

1.12. In your opinion, does TEXT B support the way the NFL is portrayed in TEXT A? Justify your answer. (4)

[30]

6. LANGUAGE AND EDITING SKILLS

PARTS OF SPEECH

part of speech	function or "job"	example words	example sentences
Verb	action or state	(to) be, have, do, like, work, sing, can, must	English Club **is** a web site. I **like** English Club.
Noun	thing or person	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, 2, some, many	I have **two** dogs and **some** rabbits.

part of speech	function or "job"	example words	example sentences
Adverb	describes a verb, adjective or adverb	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, some	Tara is Indian. **She** is beautiful.
Preposition	links a noun 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 dogs **and** I like cats. 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.

6.2. CONCORD

In English, all the words in a sentence that have a special kind of ócconnectionôwith each other must be in the same form (that is, they must be all singular or all plural). This special connection is discussed in this section.

If the noun or pronoun in the subject of the sentence is plural, then the verb must be plural. If the noun or pronoun is singular, then the verb must be singular.

The subject of a sentence is a noun, a pronoun, or a phrase (a group of words without a verb) which includes a noun. For example:

ÅThe policeman (noun) arrested the robbers.

ÅHe (pronoun) arrested the robbers.

ÅThe tall, strong policeman (phrase) arrested the robbers.

6.3. ACTIVE AND PASSIVE VOICE

Four steps to change a sentence from active voice to passive voice:

1. Underline the verb in the sentence.

2. Divide the sentence into a Subject ï Verb ï Object.

3. Begin the new sentence with the object.

4. The verb in the passive voice consists of the past participle form with some form of the verb ótoô beôor, occasionally, the verb ógotô(for example,ó was stung by a beeô)

When you are asked to change a sentence from one voice to the other, make sure that you keep the tense of the original sentence. For example:

ÅPresent continuous tense

Active voice: The striker is scoring a goal.

Passive voice: A goal is being scored by the striker.

ÅPerfect tense

Active voice: The striker has scored a goal.

Passive voice: A goal has been scored by the striker.

ÅSimple future tense

Active voice: The striker will score a goal.

Passive voice: A goal will be scored by the striker.

6.4. DIRECT AND INDIRECT SPEECH

Direct speech refers to the actual words spoken or written by someone.

When someone else uses these exact words, that person óquotesô them.

The words are put in quotation marks and all other punctuation marks used in the sentence will be captured inside these quotation marks.

When someone else reports what someone said without using the exact words, they use indirect or reported speech.

Read the example of the same sentence written in direct speech and reported speech.

 Direct speech:

Nosipho said, ñMy family will be going to a soccer match next Saturday.ò

 Indirect/Reported speech:

Nosipho said that her family would be going to a soccer match the following Saturday.

Rules for changing direct speech to indirect (reported) speech

1. In sentences that start with a present tense verb, only the pronouns change.

For example:

Direct speech: He says: ó I am sorry.ô

Reported speech: He says (that) he is sorry.

In sentences that start with a past tense verb, the tense becomes one tense ó olderô

The pronouns and time words also change.

For example:

Direct speech: He said: ó I am sick.ô

Reported speech: He said (that) he was sick.

2. In reported speech there are no quotation marks, but you add a conjunction such as

ó thatô or ó whetherô For example:

Sibongile asked whether I would be going to the party.

3. The tenses ó backshiftô (go back in time) as follows:

- The simple present tense changes to the simple past tense.

For example, go /goes becomes went; walk/walks becomes walked.

- The past simple tense changes to the past perfect tense. For example,

Went becomes had gone; walked becomes had walked.

- The present perfect tense changes to the past perfect tense.

For example, has gone becomes had gone; has walked becomes had walked.

- The present continuous tense changes to the past continuous tense.

For example, am walking becomes was walking.

4. Some pronouns change: ‘I’ becomes ‘he’ or ‘she’; ‘we’ becomes ‘they’; ‘us’ becomes ‘them’; ‘our’ becomes ‘their’.

5. In direct speech, punctuation marks are used to show tone of voice or expression.

These are not used in reported speech.

In reported speech, tone and expression are sometimes shown through the use of words.

For example:

Direct speech: ‘We’ve won the competition!’ the boys shouted.

Reported speech: The boys shouted that they had won the competition.

6. Time words change. For example:

- ‘now’ becomes ‘then’

- ‘today’ becomes ‘that day’

- ‘tomorrow’ becomes ‘the next day’

- ‘last week/month/year’ becomes ‘the week/month/year before’

- ‘next week/month/year’ becomes ‘the following week/month/year’

7. The words ‘this’ and ‘that’ change to ‘these’ and ‘those’

6.5. CONJUNCTIONS

It is useful to be able to combine short sentences into longer ones, not only to answer a question in the Language paper, but when you write a report, a letter or an essay, for example.

6.6. APOSTROPHE

In writing, the apostrophe sign (’) is used for two purposes:

 Firstly, the apostrophe is used to show that letters have been left out (for example, ‘do not’ becomes ‘don’t’; ‘I will’ becomes ‘I’ll’; ‘it is’ becomes ‘it’s’). Another name for the shortened form of the word is the contracted form (i.e. the word has shrunk, or contracted).

 Secondly, the apostrophe is used to show that something relates to or belongs to or is possessed by someone or something (e.g. ‘Sam’s book’; ‘the players’ uniforms’). In this case the apostrophe is used before the ‘s’ in the singular and after the ‘s’ in the plural.

6.7. NEGATIVE SENTENCES, QUESTIONS AND TAGS

There are many ways that a sentence written as a positive statement changes when it is written in the negative:

ÅTwo words need to be added:

(i) a form of the auxiliary verb ódoô, and

(ii) ónotô An auxiliary verb is used with another verb to form negative sentences or questions or tenses. In English, the auxiliary or helping verbs are be, have and do.

ÅThe tense of the auxiliary verb must be the same as the tense of the verb in the positive sentence. For example, óunderstandsô becomes ódoes not understandô (simple present tense); ófailedô becomes ódid not failô (simple past tense).

ÅIn the negative form, the ending of the main verb changes. For example, óexcludesô becomes ódoes not excludeô, ófailedô becomes ódid not failô

ÅIn the present tense, the third person singular form of the auxiliary verb ódoô is ódoesô

**In English, the auxiliary or helping verbs are be, have and do.

6.8. VOCABULARY AND SPELLING

The meanings of words; knowledge of different forms of the same word; spelling of words and degrees of comparison. In this section of the exam there are usually some grammar questions that require you to know:

- The meaning of particular words;
- How a word changes its form as a noun, verb, adjective or adverb.
- For example, ócompetitionô (noun); ócompeteô (verb); ócompetitiveô (adjective); ócompetitivelyô (adverb);
- The correct spelling of words;
- Synonyms (words similar in meaning);
- Antonyms (words opposite in meaning);
- Homophones (words that sound the same but are spelt differently and have different meanings); and
- Homonyms (words spelt and pronounced the same way, but with different meanings); and
- What abbreviations and acronyms stand for.

ACTIVITY 5.1: LANGUAGE AND EDITING SKILLS

The following passage has deliberate language mistakes in them.
Read the passage and answer the questions that follow:
Text A

THE BREAKDOWN OF DIGITAL PARENTING

1. Parents have to become more engaged in their childõs digital lives. Monitoring is good, but it can be a false sense of security. Listening to your kids, tweens and teens is imperative to learning about what they are doing online ï and offline, for that matter. Making time to communicate with your children and finding out more about their interests can help you to better understand where they are in their emotional lives to. **5**

2. Step it up a notch. Ask them if they have downloaded any new interesting apps or visited any new websites. Maybe go to your tween or teen for technical support. Let them become your tech-advisor; this can help you open up a line of communication with them. Make this a positive conversation ï not an accusatory confrontation. **10**

3. We can discuss online safety all day long. But when you ask your teen for help, they will feel important and the lines of communication just may open wider. I would bet it will also builds their self-esteem!

4. Our kids will learn more about the latest apps and websites before we will. Letõs use this to our advantage and let them help us be better parents in the digital world. **15**

[Adapted from Sue Scheff, June 2014]

5.1. Correct the homophone error in paragraph 1. (1)

5.2. Give a more formal equivalent of ñStep it up a notch.ò(line 7). (1)

5.3. ñMaybe go to your tween or teen for technical support.ò(line8)
Rewrite the above so thatit is a grammatically correct sentence. (1)

5.4. Provide the noun form of the word ñaccusatoryò(line 10). (1)

5.5. ñMake this a positive conversation ï not an accusatory confrontation.ò (line 10)
Is the above an example of a phrase or a clause? Give a reason for your answer. (2)

5.6. ñWe can discuss online safety all day long.ò (line 11)
Rewrite the above sentence in the passive voice. (1)

5.7. Correct the concord error in paragraph 3. (1)

5.8. What is the function of the hyphen in ñself-esteemò(line 13)? (1)

5.9. Give the full correct form of a commonly used abbreviation in line 14. (1)
[10]

Activity 5.2

TEXT B - LANGUAGE AND EDITING SKILLS

The following passage has deliberate language mistakes in them. Read the passage and answer the questions that follow:

THE LOWDOWN ON HIGH HEELS

1. Wearing high heels makes a woman look and feel tall and in command, but the dangers can leave them disfigured. Things such as swollen ankles and corns are just miner side effects compared with the real damage that can eat away at your health over the years. ñThis is because feet bear all of the bodyôs weight,ò says Ray Stuart, a podiatrist in Cape Town. **5**

2. ñYour whole body mass rests on your feet and the foot is then forced into a narrow, pointed toe box, compounding the damage that can take place. This damage can last permanently and may not be cured later on in future.ò

3. Doctors blame high heels for knee and back problems ï as well as causing an awkward, unnatural way of walking. ñIn time, high heels might cause enough changes in feet to stop your feet from working properly,ò Stuart says. Most women admit high heels make their feet hurt ï but they stick it out to appear fashionable. **10**

4. According to the American Orthopaedic Foot and Ankle Society, people take an average of 10000 steps a day. High heels shift the force of each of those steps so that the most pressure ends up on the ball of the foot and on the bones at the base of the toes. If you wear flats, the entire foot would absorb this impact. **15**

[Adapted from Amanda Ngudle, *Sowetan*, 28 May 2009]

QUESTIONS

5.1. Correct the pronoun error in first sentence. (1)

5.2. Identify and correct the spelling error in paragraph 1. (1)

5.3. ñThis damage can last permanently and may not be cured later on in future.ò (par. 2) Rewrite the above sentence,removing the redundancy. (2)

5.4. Rewrite the above sentence in the passive voice:
ñDoctors blame high heels for knee and back problems.ò (line 9) (2)

5.5. Explain meaning of the prefix as used in ñunnaturalò (line 10). (1)

5.6. Provide the adverbial form of the word ñforceò (line 14). (1)

5.7. Provide a suitable in-context synonym for ñentireò(line 16). (1)

5.8. Choose the correct answer from the options provided. Write down only the letter of your choice.

Most women admit high heels make their feet hurt ï but they stick it out to appear fashionable. (lines 11-12)

The above sentence is an example of ...

A a clause.
B a complex sentence.
C a simple sentence.
D a compound sentence.

(1)

[10]

ANSWERS FOR ACTIVITIES

ACTIVITY 1: CARTOON

Refer to Text A.

1.1. The friend is angry/frustrated/annoyed✓He says things like ñwake upòand shouts (exclamation marks)✓

[Award 1 mark for identifying the tone and 1 mark for substantiation.] **(2)**

1.2. Frame 1 ï Larry is in love which is seen by the eyes and hearts.✓
Frame 3 ï Larry is despondent/defeated/discouraged (NOT sad) which is seen by resting his head in his hands. ✓
Frame 4 ï Larry is excited which is seen by the big eyes and pointing thumb. ✓

[Award 1 mark per each frame discussed, which must include discussion and relevant reference to facial expression and body language.] **(3)**

1.3. The visual elements emphasise the feelings expressed by the characterssuch as love in frame 1 and annoyance in frame 4. ✓

[Accept other reasonable alternative responses.] **(2)**

Text B: CARTOON

1.4. The message of the cartoon is that although communication and technology have evolved and improved daily life, it has also turned man into a lazy, non-thinking individual who seems limited✓

This can be seen through:

- The Stone Age man and modern day man looking the same.
- Man initially becomes more sophisticated but starts to devolve.
- Modern day man looks like a ñdumb kidò
- Stone age text was just a few words, developed into mass publication but is now reduced to 140 characters.
- ñTweet tweetò ï mocks social networking and shows how modern man does even seem to speak anymore.
- Moving up the hill is seen as positive development, but as the characters go downhill, it is literal ï they are devolving and becoming less.

[Award 1 mark for identifying the message of the cartoon.]
[Award 2 marks for discussing at least two of the visual cues and their contribution to the message of the cartoon.] **(3)**

[10]

TEXT C

1.5 Curtis is mocking/teasing Gunther.✓He is laughing and wiping away tears✓
He points and laughs, ✓ calls Gunther ugly and points out all his weaknesses ✓

[Award 1 mark for identifying the attitude and 1 mark for each substantiation.] **(4)**

Text D: CARTOON

1.6. The girls says she would never do anything to hurt Curtis,✓yet she beats him violently with a broom✓ which is obviously causing him a great deal of pain. ✓ **(3)**

1.7. The use of ñWHOMPò shows the sound of the broom as it hits Curtis.✓
The stars show his confusion and dizziness.✓
The reflections/repetitions of his face and the broom show the sudden and repeated movement of being shaken and beaten ✓

[Award 1 mark for each visual cue discussed.] **(3)**

[10]

ACTIVITY 2 : ADVERTISEMENTS

TEXT A

2.1 It is a targeted nutritional support range✓that provides essential fatty acids not produced by the human body✓ **(2)**

2.2 It makes the product appear to be of a very high quality✓and it makes it trustworthy because many people all over the world use it. ✓ **(2)**

2.3 The advertiser is emphasising how the nutritional support is **targeted** for an individualõs specific **needs**.✓The use of õ**my**ò also makes the reader feel that the product has somehow been **specialised** and made just for him/her.✓It also highlights the fact that it is **nutrients** for the **body**. ✓

[Award 1 mark for each well-developed point.]
[Award full marks only if reference is made to both catch-phrase and name of product, as well as the connection between them.] **(3)**

2.4 Yes, the people are happy, healthy and full of energy, like the multivitamin would make you feel.✓There are icons and lines pointing to the three specific areas of the body that this multivitamin supports specifically.✓It shows that the vitamin can be used by everyone: men and women.✓

OR

No.
(Although an unlikely response. assess on merit.)

[Credit cogent alternative/mixed responses.]
[Award 2 marks for a well-developed point and 1 mark for the second point.]
[Award full marks only if reference is made to both image and words.] **(3)**

[10]

TEXT B

2.5 Honda already makes the best cars✓so only they can improve on the best✓ **(2)**

2.6 It makes the product appear to be superior✓in more than just one way.✓ **(2)**

2.7 Target audience is young, modern people who want to own the best products.✓This audience likes technology✓and products that have õmultiò uses✓

[Award 1 mark for identifying the target audience in detail.]
[Award 2 marks for the discussion of how product appeals to target audience.] **(3)**

2.8 Yes, the aeroplane shows fun and enjoyment.✓The brain implies the product is smarter.✓The robot shows how it is more technologically advanced.✓

OR

No.
(Although an unlikely response. assess on merit.)

[Credit cogent alternative/mixed responses.]
[Award 1 mark for each image discussed.] **(3)**

[10]

ACTIVITY 3.1 – SUMMARY WRITING

TEXT A

SUMMARISING IN YOUR OWN WORDS

Use the following main points that the candidate should include in the summary, as a **guideline**.

Any 7 valid points are to be credited. The summary should be in paragraph form.

NB: Sentences and/or sentence fragments must be coherent.

	QUOTATIONS		OWN WORDS / POINTS
1	Page through the book and see what it contains.	**1**	Familiarise yourself with the contents of the book.
2	Preview each chapter.	**2**	Scan through each chapter.
3	Read a section é Ask yourself questions.	**3**	After reading through a section, ask yourself questions.
4	Donôt skip any part of the chapter é all there to help you learn.	**4**	Study all parts of a chapter and do not leave sections out.
5	Mark your text é highlighting	**5**	Highlight only the key facts in the text.
6	Outline by going back and taking notes.	**6**	Summarise the chapter by revising it and making notes.

7	Make up memory tricks	**7**	Use memory tricks to help you remember things in a unique way.
8	Be creative and draw arrows	**8**	Use different symbols and marks to highlight important details.
9	Write definitions in the margin / Underline key points	**9**	Underline key points and write definitions of unknown words in the margin.

PARAGRAPH-FORM
NOTE: What follows is merely an example. It is not prescriptive and must be used very carefully.

The first thing you should do is familiarise yourself with the contents of the book. Then scan through each chapter. After reading through a section, ask yourself questions. Remember to study all the parts of a chapter and do not leave sections out. Highlight only the key facts by using symbols or other markers. Summarise the chapter by revising it and making notes.Use memory tricks to help you remember things in a unique way. Underline key points and write definitions of unknown words in the margin.

(87 words)

ACTIVITY 3.2 – SUMMARY WRITING

TEXT B

SUMMARISING IN YOUR OWN WORDS

Use the following main points that the candidate should include in the summary, as a **guideline**.

Any 7 valid points are to be credited. The summary should be in paragraph form.

NB: Sentences and/or sentence fragments must be coherent.

	QUOTATIONS		OWN WORDS / POINTS
1	a marketing tool sold to pub landlords to promote Guinness	**1**	It started as an interesting way to promote and increase sales of Guinness in pubs.
2	the book set its sights on satisfying man's innate curiosity about the natural world around him	**2**	It satisfied manôs need to know more about the natural world around him.
3	They were only interested in superlatives: the biggest and the best.	**3**	The book only wanted to present items of interest that were the best in their category.
4	to cover increasingly obscure, little-known facts	**4**	It highlighted strange and little known facts.
5	started documenting human achievements as well	**5**	After some time it include human achievements.
6	the Guinness World Records website contains seemingly innumerable facts	**6**	Modern technology has allowed it to create its own website.

7	an audience more interested in seeking entertainment than education.	**7**	The website has moved away from being about education to being more entertaining.
8	a telling glimpse into the future of fact-finding and record-recording.	**8**	The Guinness World Records has the potential to be a long-term success because of its unique features.

PARAGRAPH-FORM

NOTE: What follows is merely an example. It is not prescriptive and must be used very carefully.

The Guinness World Records started as an interesting way to increase sales of Guinness in pubs. It satisfied man's need to know more about the natural world around him. The book only wanted to present strange items and little known facts that were the best in their category. After some time it included human achievements. Modern technology has allowed it to create its own website, which has moved on to being more entertaining. The Guinness World Records has the potential to be a long-term success because of its unique features.

(90 words)

Marking the summary:

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:**
  - 1-3 points correct: award 1 mark
  - 4-5 points correct: award 2 marks
  - 6-7 points correct: award 3 marks

- **Distribution of language marks when candidate has quoted verbatim:**
  - 6-7 quotations: award **NO** language mark
  - 1-5 quotations: award **1** language mark

NOTE:

- **Format:**
  Even if the summary is presented in the incorrect format, it must be assessed.

- **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 a maximum of 5 words above the stipulated upper limit and ignore the rest of the summary.
- Summaries that are short but contain all the required main points should not be penalised.

- **Suggested approach to marking the summary:**

  - Mark the summary irrespective of the quotations and/or own words.
  - Determine how many language marks can be awarded.
  - Now consider the number of quotations and deduct from the language marks awarded.

TOTAL 10 MARKS

ACTIVITY 4.1 – COMPREHENSION

COMPREHENSION

READING FOR MEANING AND UNDERSTANDING

.1. Describing the activities like gaming/chatting✓
Providing statistical information on the hours, number of text messages, etc. ✓ **(2)**

1.2. Body pain ✓sleep disruption✓ diminished attention span ✓

[Award 2 marks for how it affects teenagers.] **(2)**

1.3. She wants parents to take responsibility and be involved with their children,✓because parents need to encourage children to use technology responsibly.✓

[Anything similar and well explained.] **(2)**

1.4. She wants to show that children are so involved with technology that even they do
research✓ and that they are also concerned about the negative effects.✓

[Award 1 mark for reference to children's use of technology.]
[Award 1 mark for reference to something to show concern.] **(2)**

1.5. Light wakes up the brain✓ / Insufficient sleep has psychological effects ✓ / memory ✓

[Award 2 marks for any two points.] **(2)**

1.6. Technology needs to be used in a purposeful, meaningful and productive way. ✓Children should use social media as a positive tool for building identity ✓ and learning can be supplemented by the use of interactive technological tools. ✓

[Award 1 mark for identifying how technology should be used.]
[Award 2 marks for discussion on the beneficial use of technology.] **(3)**

1.7. Children learn appropriate and responsible behaviour from what they **see** their parents do.✓ Thus, parents canõt tell children **not** to do something, if they themselves are doing it too. ✓

[Credit suitably validated alternative responses.] **(2)**

1.8. The writer is trying to inspire/encourage parents✓to spend quality time with their kids, ✓ and not always be so focussed on technology.✓

[Award 1 mark for identifying the tone.]
[Award 2 marks for discussion.] **(3)**

1.9. Yes, it gives the positive and negative aspects of technology use. ✓ It shows how the overuse of technology can have many negative effects. ✓ But it also explains how technology can be beneficial if used properly and in moderation. ✓

OR

No. It focusses mainly on the negative aspects, ✓ such as physical ✓ and psychological damage it can cause. ✓

[Credit cogent alternative/mixed responses.] **(3)**

1.10. To make it look interesting/modern. ✓
To highlight certain aspects.✓

[Award 1 mark for EACH acceptable reason ï reasons MUST be different.]
[Award a maximum of 2 marks.] **(2)**

1.11. Yes **OR**No.

[Award 1 mark for identifying the purpose.]
[Award 2 marks for motivation.] **(3)**

1.12. **TEXT A**
The text is factual as it uses modern terms and reference to research, such as some basic statistics to emphasise the great numbers. It is more a discussion that older people like parents might read or research online, this can be said because it does not address teenagers directly but rather refers to õthemò It provides guidance to help parents understand how children and

teens are affected of using technology too much, as well as what parents can do to ensure their children are not using technology too much.

OR

TEXT B

The text is mainly graphic, using icons (small simple pictures) to highlight each of the negative effects of using technology too much. It also has a picture of a teenager in a very bad position (effects on the body) with earphones on. There is a laptop AND a cell phone showing that teens use too many gadgets. It uses simpler statistics (as percentages) to prove its point.

[Award full marks only if the negative effects are highlighted fully.] **(4)**

[30]

ACTIVITY 4.2 – COMPREHENSION

READING FOR MEANING AND UNDERSTANDING

1.1. C worsens over tine.✓ **(1)**

1.2. High-impact sport athletes✓because they experience head trauma more✓ **(2)**

1.3. Emphasises/Highlights ✓how severe the problem is.✓

[Anything similar and well explained.] **(2)**

1.4. The writer is concerned✓about the severity of the issue.✓
This can be seen through words like: severe/ fatal/ victim/ devastating ✓

[Award 2 marks for reference to identification and explanation of tone.]
[Award 1 mark for reference to specific words indicating tone identified.] **(3)**

1.5. Conduct a mental and physical test after a suspected concussion ✓
Penalty call for helmet-to-helmet contact ✓
If a playerôs helmet comes off, the game is stopped✓ **(3)**

1.6. Young amateur players,✓ because they arenôt covered by the new regulations. ✓**(2)**

1.7. Fans and the media determine what is shown on television.✓
Fans enjoy watching aggressive and intense games.✓
The media wants to make money, so they praise this behaviour and give the fans what they want.✓ **(3)**

1.8. Amateurs want fame because they want to earn a lot of money and be loved. ✓ Thus, when they see professional athletes getting

attention for dangerous behaviour, they believe that is how you get noticed. ✓

[Credit suitably validated alternative responses.] **(2)**

1.9. Yes, it shows how serious concussions can be,✓especially for athletes. ✓
It encourages all people involved to help reduce the number of people affected. ✓

OR

[Although unlikely, credit cogent alternative responses.]✓✓✓ **(3)**

1.10. To highlight ✓the fact that the NFL is money-oriented. ✓ **(2)**

1.11. The brain suggests the damage experienced from injuries. ✓
The heart suggests the lack of care/compassion the NFL has for the injuries ✓
Shows that there is still a lack of care and concern for sport injuries ✓ **(3)**

1.12. No, the NFL has revised safety regulations and been very strict ✓ (par. 4 & 6) ✓

The cartoon implies the NFL do not care about the players ✓ only money ✓

OR

Yes, the NFL still worry about making money ✓ which is why they broadcast violent collisions ✓ because fans enjoy watching it (par. 7) ✓ even though the players are getting badly hurt and even dying. ✓

[Award full marks only if candidate makes reference to both TEXT A and TEXT B.] **(4)**

[30]

ACTIVITY 5.1 – CONTEXTUAL EDITING

TEXTUAL EDITING

5.1. to - **too**✓ **(1)**

5.2. Become more involved. / Get more involved.✓
[Credit cogent alternative responses.] **(1)**

5.3. Maybe **you should/couldask/approach** your tween or teen for technical support.✓

[Credit cogent alternative responsesthat are grammatically correct.] **(1)**

5.4. accusation / accuser✓ **(1)**

5.5. Phrase✓ because it does not contain a subject nor a finite verb ✓ **(2)**

5.6. Online safety **can be discussed** all day long.✓ **(1)**

5.7. builds - build. ✓ **(1)**

5.8. Compound noun✓ **(1)**

5.9. apps ï application/s **(1)**

[10]

ACTIVITY 5.2 – CONTEXTUAL EDITING

5.1. them - **her**✓ **(1)**

5.2 miner - **minor**.✓ **(1)**

5.3 This damage can last permanently. OR
This damage may not be cured later on. OR
This damage may not be cured in future.✓✓

[Credit cogent alternative responses that are grammatically correct.] **(2)**

5.4 High heels are blamed (to blame)✓ for knee and back problems. ✓ **(2)**

5.5 Against/not✓ **(1)**

5.6 forcefully✓ **(1)**

5.7 entire ï whole/complete. ✓ **(1)**

5.8 D a compound sentence✓ **(1)**

[10]