



JENN

Training and Consultancy

The path to enlightened education

SUBJECT: ENGLISH FAL

GRADE 12

AUTUMN CLASSES

TEACHER AND LEARNER CONTENT

Topics

**SUMMARY, COMPREHENSION,
ANALYSING CARTOONS AND
ADVERTISEMENTS**



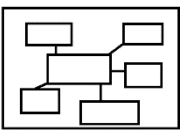
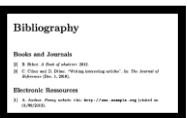
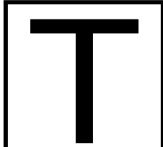
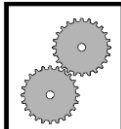
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1. ICON DESCRIPTION

 MIND MAP	 EXAMINATION GUIDELINE	 CONTENTS	 ACTIVITIES
 BIBLIOGRAPHY	 TERMINOLOGY	 GUIDED EXAMPLES	 STEPS

Day 1 – Summary



2. THE 2025 DBE DIAGNOSTIC REPORT – SUMMARY

Learners often struggled to identify the main ideas and instead included unnecessary details. Many responses relied on copying directly from the text rather than paraphrasing in their own words. Some learners ignored the word limit or produced summaries that were repetitive, unclear, or poorly structured. As a result, key points were missed and marks were lost due to lack of conciseness and precision.



3. WHAT IS A SUMMARY

A summary is a shortened version of a text. You will be asked to select specific information from the text. To find out what kind of information you must select, you must read the question with care.

Summaries must be written using your own words – this means that you cannot copy sentences directly from the text. You must use synonyms, antonyms or explanations of your own to avoid copying from the text.

In Grade 12 you must write summaries of **70** words long. Your summary must be written in point form and not a short paragraph.

The Summary is Section B of EFAL P1, it is marked out of 10 marks.

7 marks is for the correct seven points 3



4. HOW TO APPROACH WRITING A SUMMARY

What is a good summary?

A good summary should give an objective outline of the whole piece of writing. It should answer basic questions about the original text such as **"Who did what, where, and when?"**, or **"What is the main idea of the text?"**, **"What are the main supporting points?"**, **"What are the major pieces of evidence?"**

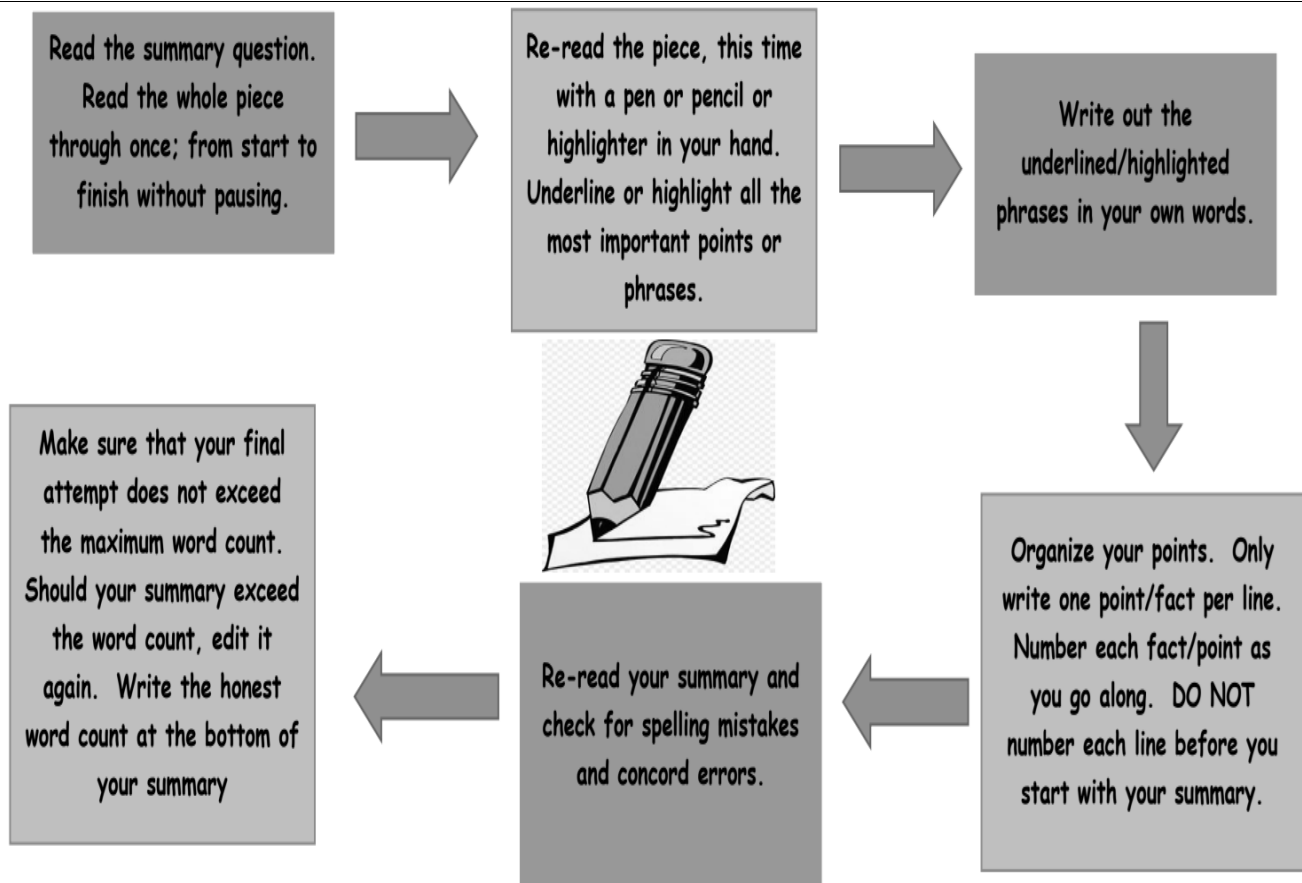
You should not give your own ideas or criticisms as part of the summary.

A good summary should not include selected examples, details, or information which are not relevant to the question.

A good summary may use key words from the original text but should not contain whole phrases or sentences from the original text.

How to write a summary-of a short piece of writing:





Important things to remember when writing a summary.

- You must only take the important parts out of the text, thus follow your instructions carefully and leave out any examples, personal opinions, figurative language, repeated information, unnecessary information, etc. as this will cause you to go beyond the number of words required.
- Number your sentences from 1-7.
- Make sure to use YOUR OWN WORDS in your final draft.
- You will have to hand in a rough draft/planning as well as your final draft.
- Edit your rough draft.
- Draw a line in pencil through your rough draft so your final draft is clearly indicated. Your final draft will be marked.
- Indicate your total number of words at the bottom of your summary.

Steps to follow in order to successfully summarize your text:

STEP 1: Read the instructions first to know which facts have to be identified, eg 7 advantages, 7 health benefits etc.

STEP 2: Read the text keeping in mind what you should be looking for.

STEP 3: Read the question again, this time making sure how many facts, advantages, tips, etc. you are expected to find in the text.

STEP 4: Read the text a second time underlining in pencil the facts, advantages, tips, etc. that you are supposed to find.

STEP 5: Write down 7 points as requested in the question (Rough draft)

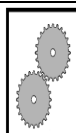
STEP 6: Go through your rough draft and make sure that you have not repeated any information and use your OWN WORDS.

STEP 7: Check that you are within the 70-word range and draw a line through your rough draft.

STEP 8: Now write your final draft and number your sentences from 1 – 7 in pen.

STEP 9: Write the total number of words used in brackets at the end of your summary.

5. GUIDED EXAMPLE OF A SUMMARY:



Read the following passage and follow all the instructions given.

(**STEP 1:** Read the instructions first to see what to look out for in the text, such as facts, the benefits and so on.)

Mushrooms have been proven to be a superfood when it comes to plant-based diets, with various benefits to tap into.

Read TEXT below and list SEVEN points on the benefits of eating mushrooms.

INSTRUCTIONS

1. List SEVEN points on the benefits of eating mushrooms.
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.

(**STEP 2:** Read the text keeping in mind what you should be looking for.)

(**STEP 3:** Read the question again, this time making sure how many facts, advantages, tips, etc. you are expected to find in the text = in this example 7 benefits)

MUSHROOMS: THE SUPERFOOD

More people are opting for a plant-based diet for various reasons. This does not necessarily mean that they are vegan or vegetarian. It simply means you choose to eat more food from plant sources. Mushrooms, which are also known as fungi, are popular in such diets as they have many benefits.

Mushrooms are not seasonal vegetables since South African farmers cultivate them throughout the year. This makes them cost-effective for consumers. Including mushrooms in your diet allows you to reap the benefits of them being fat-free, low in sodium, low in calories and cholesterol-free. They are also packed with vitamins and minerals.

Mushrooms have anti-inflammatory properties. Eating more fungi may provide supportive therapy for many conditions that become worse with long-lasting inflammation. They also have a meaty texture and taste and can be used to substitute the amount of meat that is suggested in a recipe. This will allow you to feed more mouths.

In many cultures, mushrooms are used to enhance the flavour of certain dishes. Chopped mushrooms are often added to meat stews to improve the taste. Fibre in your diet fills you up for the whole day. It also prevents constipation.

For these reasons, dieticians strongly recommend that you add more mushrooms to your daily diet. There are several recipe books which have mushroom-inspired recipes to choose from. These books are available in bookshops and online.

[Adapted from *The Citizen*, 7 July 2021]

STEP 4: Read the text a second time underlining in pencil the facts, benefits, etc. that you are supposed to find.)

Read every sentence and ask yourself: IS THIS A BENEFIT OF EATING MUSHROOMS?

If the answer is 'Yes', then it is a BENEFIT/FACT.

e.g., take the first sentence:

'More and more people are opting for a plant-based diet for various reasons.' This is merely an introductory sentence and not a benefit.

Mushrooms, which are also known as fungi, are popular in such diets as they have many benefits.? **NO!**

It only tells you about the popularity of mushrooms BUT it does not tell you HOW they can be of benefit/ WHY do we have to prefer them to other food.

More and more people are opting for a plant-based diet for various reasons. This does not necessarily mean that they are vegan or vegetarian. It simply means you choose to eat more food from plant sources. Mushrooms, which are also known as fungi, are popular in such diets as they have many benefits.

TIP 1

Mushrooms are not seasonal vegetables since South African farmers cultivate them throughout the year. This makes them cost-effective for consumers. Including mushrooms in your diet allows you to reap the benefits of them being fat-free, low in sodium, low in calories and cholesterol-free. They are also packed with vitamins and minerals.

TIP 2

Mushrooms have anti-inflammatory properties. Eating more fungi may provide supportive therapy for many conditions that become worse with long-lasting inflammation. They also have a meaty texture and taste and can be used to substitute the amount of meat that is suggested in a recipe. This will allow you to feed more mouths.

TIP

TIP 3

In many cultures, mushrooms are used to enhance the flavour of certain dishes. Chopped mushrooms are often added to meat stews to improve the taste. Fibre in your diet fills you up for the whole day. It also prevents constipation.

TIP 5

TIP 7

For these reasons, dieticians strongly recommend that you add more mushrooms to your daily diet. There are several recipe books which have mushroom-inspired recipes to choose from. These books are available in bookshops and online.

TIP 6

[Adapted from: *You Magazine*, 21 January 2020]

(STEP 5: Write down as many points as requested in the question.)

These are the seven tips
you identified in STEP 4.

ROUGH DRAFT:

1. Mushrooms are not seasonal vegetables.
2. Reap the benefits of them being fat-free, low in sodium, low in calories and cholesterol-free.
3. They are also packed with vitamins and minerals.
4. Mushrooms have anti-inflammatory properties.
5. They can be used to substitute the amount of meat that is suggested in a recipe
6. Mushrooms are used to enhance the flavour of certain dishes
7. It also prevents constipation.

The above sentences are direct words used in text! you have to use your OWN WORDS and try and make the sentences as short as possible.

The next step is rewrite in your **OWN WORDS** (Also remember to edit your rough draft).

(STEP 6: Go through your rough draft and make sure that you have not repeated any information and use your OWN WORDS.)

(STEP 7: Make sure that you are within the 70 words range and draw a line through your rough draft. If you are not, shorten the summary.)

Words used in rough draft above = 69 words. □

(**STEP 8:** Now write your final version and number your sentences from 1 – 7 IN pen.)

SUMMARY – FINAL

- 1.They are low in sodium and calories.
- 2.Mushrooms contain vitamins and minerals.
- 3.They can also be used to relieve pain.
- 4.They can be used instead of meat in some recipes.
- 5 .Mushrooms can be used to add flavour.
6. They last longer in your stomach.
- 7.They are good at preventing constipation.

(55 WORDS)

(**STEP 9:** Write the total number of words used in brackets at the end of your summary.)

(**STEP 10:** Remember to leave a line open between each sentence.)

6. LEARNER ACTIVITY



The success of an event depends on proper planning.

Read the passage below and list SEVEN tips **on how to plan an event successfully.**

Read TEXT below and list SEVEN tips to keep in mind when starting your own garden.

INSTRUCTIONS

- 1.List SEVEN points on the benefits of eating mushrooms.
 - 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.
-

PLANNING AN EVENT

The first and most important step in planning a successful event is to think carefully about why you want to host it and what you want to achieve. Make sure that all the steps you take lead to the goals and objectives.

Any event takes an intensive team effort to handle all of the details. Allocate roles and responsibilities early on in the process. There are many areas to cover, details to attend to and decisions to make – someone needs to do it.

Give yourself enough time! Ideally, you should have four to six months to plan, depending on the nature of the event.

Your event's date will have a big impact on how many people will attend. Keep public holidays, long weekends and school holidays in mind.

When you choose a venue, look at the options from your guests' viewpoint. Make sure that the location is safe and well lit, easily accessible and with plenty of parking. Costs can spiral out of control when you do not stay within a budget. Think about how much you can afford to spend on this event and ask yourself if this budget will allow you to achieve your objectives.

Some events might need the use of microphones, lighting and computers for them to be successful. Test all technical equipment before the time to avoid a last-minute rush.

If you decide to serve food at your event, ensure that you respect cultural and religious variations; also accommodate those with special dietary requirements.

[Adapted from Macmillan Year Planner, 2017]

7. SUMMARY MARKING

Practical, accurate tips for marking the Grade 12 EFAL Summary question, aligned with what the 2025 DBE Diagnostic Report (Part 2: Languages) emphasises – particularly its guidance on common learner errors and suggestions for improvement in language papers.

These tips draw directly from the report's description that it provides: insight into candidate performance, common errors, and suggestions for improvement for each language subject.

EFAL summary marking ALWAYS requires checking that:

Only facts from the passage are used

Learners often copy chunks or add their own opinions — a recurring error the Diagnostic Report warns against (using irrelevant or incorrect information).

No lifting

Markers will penalise direct lifting of whole sentences.

Credit should go only to processed, paraphrased content expressed in the one's own words.

✓ *Correct number of points*

EFAL summaries normally require 7 points = 7 marks. Give 1 mark per correct idea.

One's ability to summarise is tested (NOT rewrite)

The report highlights that languages papers often suffer from learners failing to synthesise information and relying heavily on copying.

Therefore, the marker:

✓ *Rewards*

Short, accurate, essential points

Clear paraphrasing

Logical flow

✗ *Penalises*

Copying whole sentences from the text

Using unnecessary examples

Repeating the same idea in different words

Adding irrelevant background

MARK ALLOCATION:

- 7 marks for 7 points (1 mark per main point)
- 3 marks for language
- Total marks: 10
- **Distribution of language marks when a 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 a candidate has quoted verbatim:**
 - 6–7 quotes: award no language mark
 - 4–5 quotes: award a maximum of 1 language mark
 - 2–3 quotes: award a maximum of 2 language marks

NOTE:

- **Word count:**
 - Markers count, to verify the number of words used.
 - Marks may not be deducted 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, the marker will read up to the last sentence above the stipulated upper limit- and ignore the rest of the summary.

Day 2 – Comprehension (Part 1)



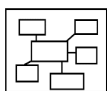
8. THE 2025 DBE DIAGNOSTIC REPORT - COMPREHENSION

Learners frequently lost marks by copying directly from the passage instead of using their own words. Many struggled to interpret questions correctly, especially those requiring inference or deeper understanding. Responses were often vague, incomplete, or not clearly linked to the text. Difficulties with vocabulary in context and failure to focus on the main ideas further contributed to weak answers and loss of marks.



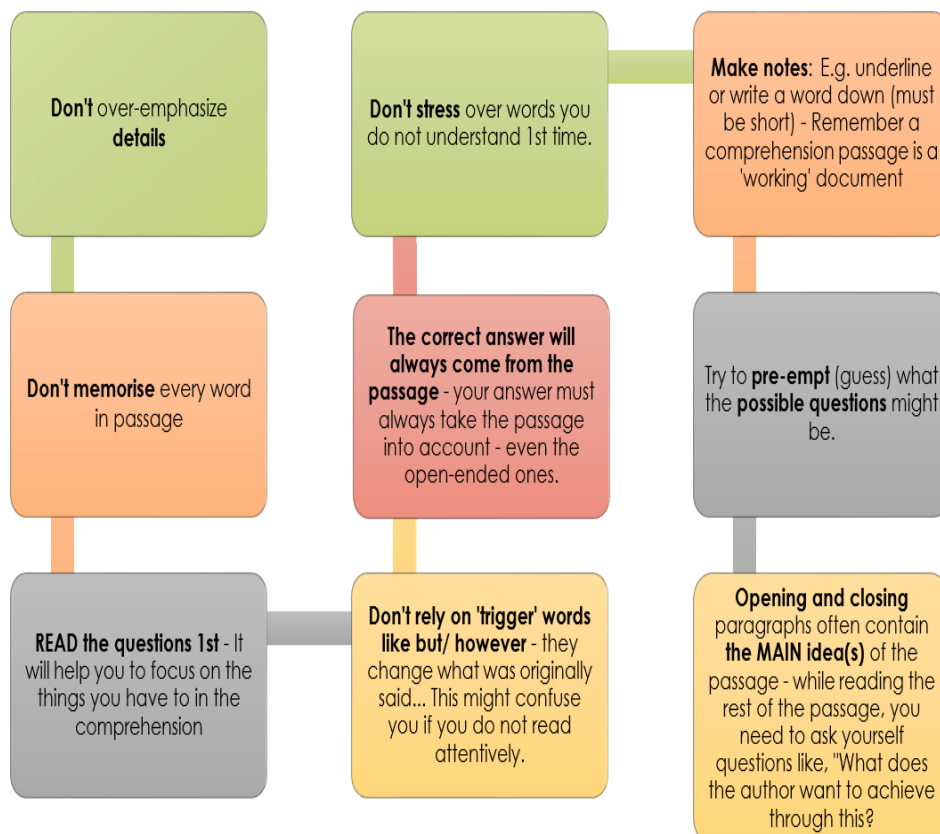
9. GUIDELINES ON COMPREHENSION

The comprehension is Section A of EFAL P1 and comprises of TWO texts: **Text A** (Literary text) and **TEXT B** (visual text). Text A is out of 20 marks and Text B is out of 10 marks.



Tips to remember when attempting reading comprehension

9 TIPS TO REMEMBER WHEN ATTEMPTING READING COMPREHENSION



Adapted by D van Wyk from "Reading Comprehension Tips" by hitbullseye (<https://www.hitbullseye.com/Reading-Comprehension-Tricks.php>)



10. HOW TO APPROACH A COMPREHENSION



10.1 Instruction words and what is required from candidates.

INSTRUCTION WORD	WHAT IS REQUIRED
Compare	Point out or show both similarities or differences/ Give common characteristics/attributes: how are people, events, concepts or objects alike/ similar.
Define	Give meanings in your own words
Describe	Explain so the reader can visualise/understand the object, concept or events/ Use adjectives to show size, shape, characteristics, colour and use.
Discuss	Write/talk as if you were sharing your knowledge with someone else/ Use details and examples to explain the topic.
Explain	Make it clear and simple to show your interpretation and understanding/ Give simple descriptions based on what you know/ Describe, giving reasons.
Give a reason	Give examples to explain why something is the way it is.
Give/ provide	Write down only facts.
Indicate	Point out, make something known
identify	Name the essential characteristics
Justify	Give evidence to support your point of view.
Motivate	Give reasons and explain your answer.
State	Explain important information clearly. Give reasons and examples if necessary.
Suggest	Offer an explanation or solution.
Support your answer	Give examples, reasons or an explanation.

Relief in the skies, ruin on the ground as deadly floods kill 37, trigger national disaster status

1. After days of relentless rain and catastrophic flooding in Limpopo and Mpumalanga, weather conditions are beginning to ease as the SA Weather Service downgrades its highest warning level. As recovery efforts ramp up under a national disaster declaration, parts of the Kruger National Park have cautiously reopened, even as the full extent of the damage continues to emerge. President Cyril Ramaphosa visits flood-affected areas in Nkomazi Local Municipality, Mpumalanga, including Mjejana and Orlando villages, on Monday, 19 January 2026.
2. President Cyril Ramaphosa visits flood-affected areas in Nkomazi Local Municipality, Mpumalanga, including Mjejana and Orlando villages, on Monday, 19 January 2026. After a week of heavy rain, driven by a low-pressure system that began in Mozambique but quickly progressed into the neighbouring South African provinces of Mpumalanga and Limpopo, the unrelenting rain, which saw up to 400mm fall in a couple of days, is finally beginning to show some level of improvement.
3. On Monday, 19 January, the South African Weather Service downgraded the Orange Level warning from 10 (the highest warning a country can issue) to 5, predicting disruptive rain in Limpopo and Mpumalanga.
4. The National Weather Service said the lowveld of Limpopo, as well as the eastern parts of the province, would probably experience significant impacts as a result of persistent overnight rainfall — 30mm to 60 mm of rain was expected to fall over the course of the day.

[Adapted from: <https://www.dailymaverick.co.za>]



10.2 Start with the reading process

Before attempting questions, one must master how to read a comprehension passage:

Step 1: Predict

Ask:

“What do you think this article will be about based on the heading?”

For the given text, learners should predict floods, disaster impact, weather warning levels, etc.

Step 2: Skim

Learners should scan quickly for:

Setting

Important figures (e.g., 37 deaths, 400 mm rainfall)

Key events (e.g., downgrading of warning level, Ramaphosa's visit)

Step 3: Deep reading

Annotate

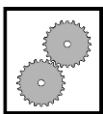
Definitions (e.g., "national disaster declaration")

Cause and effect (rain → floods → deaths)

Statistics (400mm, 30–60mm)

Tone and attitude words (e.g., "catastrophic", "relentless")

Model how to underline only essential points.



10.3 Question Types and How to Answer Them:

The Diagnostic Report highlights the fact that learners struggle because they do not understand question requirements.

Use the text to highlight the different types of questions.

A. Literal Questions

Learn how to locate keywords in the question, then find the same words (or synonyms) in the passage.

Example practice from the text:

"How many people were killed by the floods?" Look for the number 37 in the first sentence.

✓ Give short, direct answers without lifting full sentences .

B. Re-organisation Questions (Combine information)

Combine information from different parts of the text.

Example from the text:

"Give TWO reasons why the rainfall was considered severe."

Use the following responses as their TWO reasons:

(a) Quotation: "up to 400mm fell in a couple of days"

Paraphrase (own words): *In just a few days, some areas received as much as 400mm of rain.*

(b) "...persistent overnight rainfall... 30–60mm expected"

Paraphrase (own words): *Heavy rain is expected to continue through the night, with between 30mm and 60mm of rain predicted.*

Paraphrase, don't copy the text.

C. Inferential Questions (Read between the lines)

This is a major weakness highlighted in the diagnostic report.

How to approach it:

Ask: "What does the author mean?" Not, "What does the author say?"

Use clues and background knowledge.

For example:

"Why has Kruger National Park only 'cautiously reopened'?"

One must infer:

Damage is still being assessed

Conditions may still be unsafe

✓ Remember that some answers go beyond literal text.

D. Evaluation and appreciation questions

Evaluation is to make judgments considering the text.

Appreciation includes both the knowledge of, and the emotional response to, literary techniques, forms, styles, and structures.

Evaluation question types - A common question is that learners have to formulate informed judgments about the quality, accuracy, and effectiveness of the content in the text.

✓ Remember: The best thing about this level question is that there is not necessarily a wrong or right answer. It is the opinion or judgment of the learner that counts.

Appreciation question types - A common question is that learners have to react to the success of language usage and imagery. This is done by analyzing the author's use of language and its impact on the text.

E. Vocabulary-in-Context Questions

A 4-step method is useful:

Read the whole sentence.

Identify synonyms/antonyms around the word.

Substitute possible meanings.

Choose the meaning that fits the context.

Example from the text:

Explain “unrelenting rain”.

One should use context to infer:

→ Rain that does not stop / continuous rain.

F. Critical-Language Questions (author’s purpose, tone, bias)

Questions frequently poorly answered:

Look at the following based on the text:

Tone Example:

“What tone does the writer use in paragraph 1?”

Words like relentless, catastrophic equal to serious/urgent/alarming tone.

Example of bias and intention :

“Why does the writer mention the president’s visit?”

Remember to think:

→ To show the severity and national disaster that floods are.

✓ Justify answers using evidence.

Learn this RULE: “Answer what the question asks—nothing more.”

The Diagnostic Report highlights the fact that many learners perform badly because they copy large parts of the text.

Misinterpretation of questions is the result of:

Failure to provide the number of points required

Exam rules:

If it says 2 points, give TWO statements only

If it says, 'in your own words', NO DIRECT QUOTES

If it says 'Do you agree? Give a reason.', students must give a reason, in addition to Yes/ No

Use short drills:

Q: Give ONE effect of the rain.

✓ *“Flooding caused deaths.”*

X Wrong: copying the entire sentence from the text.

12.3 Modelling (I Do – We Do – You Do)

Read the first paragraph aloud. Show how to:

Identify main idea

Underline key information

Answer one question step-by-step

We Do (Guided practice)

Work together on 3–4 questions:

One literal

One inferential

One vocabulary

One critical thinking

Discuss why each answer works.

You Do (Independent practice)

Learners complete the rest of the questions individually.

Provide feedback focusing on:

Clarity

Correctness

Relevance

Conciseness

Use Error Analysis (Based on Diagnostic Report)

Look at a sample “wrong” answer (from common exam mistakes).

Identify the error

Rewrite it correctly

Example of a wrong answer:

“Because it was raining.” (Too vague)

Corrected:

“Because up to 400 mm of rain fell in a short period, causing severe flooding.”

This builds exam-mindfulness.

10.4 Learn how to Quote Correctly:

Diagnostic Report: Learners quote incorrectly

Learn the rule:

Quote only the exact words needed

No full sentences unless required

No changing words inside a quote

Example:

Q: Quote a word to show the intensity of the rainfall.

Correct: “unrelenting”

Incorrect: “unrelenting rain that saw up to 400mm...”

REMEMBER:

When you are asked:

To write an answer in your own words, the following method should be used:

- You do not need to change every single word in the sentence. Change two or three words in the sentence. If you try to change every single word, you might lose the meaning or context of the sentence.

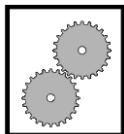
To quote from the text, you need to do the following:

- A quote is a perfect picture of what is printed in the text. Should you copy one part of one word incorrectly, it is wrong.
- You could be asked to quote ONE word → write ONE word only.
- If you are asked to quote **FOUR CONSECUTIVE words** = write FOUR words that follow one another perfectly from the text.
- You could be asked to quote a phrase → remember that a phrase does not have a verb, so your quote should not have a verb in it. Ask yourself: When is a sentence a sentence?
- Remember to use quotation marks when quoting:

Example: ‘...parts of the country...’

11. GUIDED EXAMPLES FROM COMPREHENSION

Answer the following questions: Apply different techniques discussed from the content.



NO	QUESTIONS	MARK
Literal and reorganization questions - Questions about information that is clearly given in the text or extract from the text L1 and L2.		
1.	Name TWO provinces are worst affected by heavy rains and flooding in South Africa. TIP: Go back to the passage and identify the TWO provinces. L1	(2)
1.2	Discuss what the phrase, 'ramp up' (line 3) suggest about the recovery that takes place? TIP: Re-read line 3. What does the phrase 'ramp up' mean in context? Do you know what a ramp is? L2	(2)
2.	Refer to paragraph 2. Choose the correct answer to complete the following sentence: The punctuation mark used ' <i>...flood-affected...</i> ' is a/an ... A. apostrophe B. dash C. line D. hyphen	(1)
3.	Quote a SINGLE word to prove the following statement is FALSE: The low-pressure system started locally. TIP: ONLY one word! Ensure that the word is spelled correctly and use quotation marks. L2	(1)
4.	What evidence is there that shows conditions were starting to improve? TIP: Go back to the passage and look for the evidence. This should be linked to improvement of conditions. Do not quote or lift the answer text. L2.	(1)
Inference. It is an assumption made based on specific evidence. The meaning is not stated directly. L3		
5.	Why do you think parts of the Kruger National Park only "cautiously reopened"? Give two reasons inferred from the text.	(2)

6.	Explain what you understand about the extent of the damage in Limpopo and Mpumalanga from the fact that a national disaster was declared? TIP: Go back to the passage and look for the related information. Use these contextual clues and background knowledge to explain what is being meant but not said explicitly.	(2)
Evaluation - Questions that require you to make a judgement based on your knowledge and understanding of the text and your own experience. L4		
7.	Does the writer's description of "unrelenting rain" and "catastrophic flooding" help create a sense of urgency and seriousness? TIP: Answer + Evidence + Effect • Give a clear YES / NO / PARTLY • Explain <i>why</i> and use evidence from the text • Explain the effect on the reader	(2)
8.	Do you support the decision by the SA Weather Service to downgrade the warning level from 10 to 5? Discuss your view. TIP: This is not about guessing what the examiner thinks. It is about defending your opinion using evidence grounded in the text.	(2)
		[15]

AND

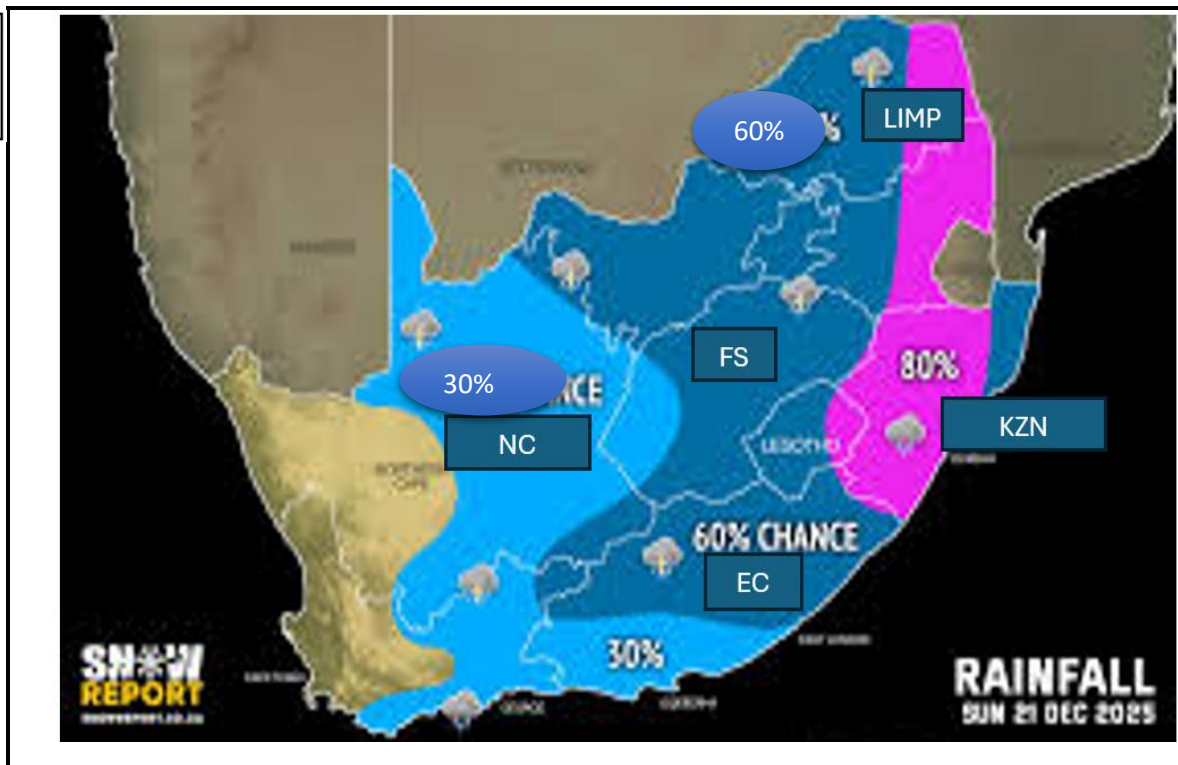
11.1. Guidelines on text B

TEXT B Text B typically contains visual or data-based information (e.g., graphs, infographics, advertisements) and asks questions such as identifying percentages or interpreting visual cues



A _____

B _____



[Adapted from www.google.com/search]

11.2 How to approach text b- a visual text



Text B assesses visual literacy, which means learners must interpret, analyse and respond to information presented visually. Skills for Text B can be taught explicitly through repeated modelling and guided practice.

1. The Purpose of Visual Texts

Text B is designed to:

Convey information quickly (statistics, directions, trends).

Complement Text A.

Test a learner's ability to extract meaning from visual cues.

✂ Strategy:

Look at examples of different Text B formats :Ask oneself-

"Why was the information presented in this way?"

2. Teach Step-by-Step Reading of Visual Texts

A. Scan First, Then Read Closely

Model this sequence:

- ❶ Identify the type of visual – map, graph, chart, cartoon, advert, infographic.
- ❷ Read all headings, labels, legends, keys, colours, symbols, even small print.
- ❸ Look for patterns, relationships, or contrasts.
- ❹ Connect the details to the main message or purpose.

Example using your uploaded Text B (the map):

One must identify:

Provinces listed (NC, Limpopo, FS, EC, KZN)

Direction/location markers

Purpose: Showing flood-affected regions linked to Text A.

3 Question Types that Learners Will Face in Text B

Most Text B questions fall into these categories:

A. Factual recall

➡ E.g., “Which province is shown at the top of the diagram?”

B. Interpretation

➡ E.g., “What does the shading/colour/symbol indicate about the area?”

C. Inference

➡ E.g., “Why would this area be included in the visual representation?”

D. Comparison

➡ E.g., “Which provinces appear most affected according to the visual?”

E. Cause and Effect (especially maps/statistics)

➡ E.g., “What can be concluded about the impact in Limpopo based on this map?”

Teach learners to recognise these question types so they know how to respond.

11.3 Text B guided examples



NO	QUESTIONS	MARK
1.	Name TWO provinces that will experience less rainfall.	(2)
2.	Which area will receive the highest rainfall, according to the weather map?	(1)

3.	Rewrite "Drive Safe" as an adverbial clause.	(1)
4.	Why are some provinces in the weather map grouped together?	(2)
5.	Discuss the significance of 'Drive Safe. Stay Prepare' in the context of The passage.	(2)
6.	Discuss the effectiveness of visual (Text B) as a way to present information about rainfall patterns?	(2)

12. LEARNER ACTIVITY



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

TEXT A

WHAT WILL THE YOUTH INHERIT?

- 1 In a world where international climate discussions are sluggish and produce few concrete results, young people who will inherit today's problems are beginning to unite and make their voices heard.
- 2 In South Africa, more organisations are being formed to give young people opportunities to speak out and to create positive change within their communities. 5
- 3 One of the most influential youth organisations is Generation Earth. With branches in schools across the country, the organisation was co-founded by Ella Bella. Generation Earth provides a platform for young people to engage with political leaders and influential figures, including former president Nelson Mandela. Through its activities, the organisation teaches young people how to take responsibility for their environment and to become active citizens. 10
- 4 Generation Earth regularly hosts summits and practical workshops where learners are shown how to care for their surroundings. One of its key initiatives is the Green Your School programme, which encourages pupils to become environmentally conscious and to spread this awareness to their homes and communities. 15
- Deidre Baartman, one of the organisers of the World Student Environment Summit, believes that young people are capable of making a real difference. She points out that the youth form the majority of the population and are deeply concerned about the state of the environment. According to her, if meaningful change is to occur, attention must be given to developing countries and sustainability must be taught from a young age. 20

5	Pienaar du Plessis, a member of EcoMaties at Stellenbosch University, also supports sustainable living. He argues that previous generations have not managed the Earth responsibly and that young people should not wait until it is too late to act. This belief has motivated him and others to join environmental organisations and to demand a greater role in decisions that affect the planet.	25
6	Du Plessis emphasises that environmental and social issues are closely linked. Problems such as poverty and inequality cannot be separated from environmental destruction, as humans depend on both healthy communities and a healthy planet to survive.	30
7	Glenda Raven, a senior manager at the World-Wide Fund for Nature South Africa (WWFSA), agrees that young people are showing strong commitment to environmental conservation. Through internships and hands-on programmes, learners are exposed to real-world challenges and careers related to sustainability, agriculture and environmental management.	35
8	The combined efforts of youth leaders such as Ella Bella, Deidre Baartman, Pienaar du Plessis and Glenda Raven demonstrate that the future of the Earth can still be protected. If young people are willing to step out of their comfort zones and take action, they may succeed in creating a greener and more sustainable world for generations to come.	40

[Adapted from Mail & Guardian 12-18 April 2013]

1. Refer to paragraph 1.

1.1 Choose the correct answer to complete the following sentence:

The word, _____ tells us that the climate problem is not only affecting South Africa.

(1)

- A. concrete
- B. inherit
- C. international
- D. unite

1.2 What does the word 'sluggish' (line 1) suggest about negotiations that take place?

(2)

2. Refer to paragraph 3.

2.1 Name TWO youth organisations that aim to change communities' attitudes towards the environment in South Africa.

(2)

2.2 Quote a SINGLE word to prove the following statement FALSE:

Ella Bella is the only founder of Generation Earth.

(1)

3. Why did Ella Bella decide to talk to political leaders like Nelson Mandela?

(2)

4. Explain how the Green Your School programme promotes care of the environment. (2)
5. State TWO reasons why, according to Deidre Baartman, the youth may succeed in ensuring a greener Earth in future. (2)
6. Refer to paragraph 6.
Explain how environmental and social issues are 'closely link'. (lines 29-30) (2)
7. What does Pienaar du Plessis mean by, 'moved out of their comfort zones', in lines 40-41? (2)
8. Discuss the effectiveness of involving institutions of higher learning in the battle to save the environment. (2)
9. Do you agree with Pienaar du Plessis' statement, 'The problem is that our parents and their peers are doing a very bad job of managing our heritage. Discuss your view. (2)

TEXT B



[Source: za.pinterest.com]

1. Identify TWO resources that need to be protected. (2)
2. Rewrite the verb, 'conserve', as a noun in the context of the text. (1)

3. What environmental problem could occur if too many animals are kept in this small space? (2)
 4. Explain how can a 'hero' ensure that water is not wasted in their area? State TWO facts. (2)
 5. Why do you think the picture does not include human images? (1)
 6. Discuss the message presented by two human hands beneath the earth. (2)
- [30]**

Day 4- Cartoon

13. THE 2025 DBE DIAGNOSTIC REPORT - CARTOON

A	_____

B	_____

Learners often analysed individual frames instead of the whole cartoon, which led to incorrect interpretations. Many answers were simple descriptions rather than explanations of humour, irony, or deeper meaning. Learners struggled to interpret body language, facial expressions, and visual or verbal clues. As a result, they could not clearly explain how humour was created and lost marks.

14. WHAT IS A CARTOON

A	_____

B	_____

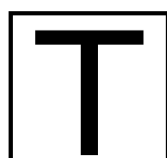
A cartoon is **not simply a drawing** — it communicates ideas, attitudes, and messages through carefully chosen visual and verbal elements.

Every detail is intentional: facial expressions, posture, objects, font, punctuation, positioning, and even what is not shown all carry meaning. Reading a cartoon therefore requires the same skills as comprehension:

- ✓ Identifying the main idea
- ✓ Interpreting implied meaning
- ✓ Recognising tone and attitude
- ✓ Analysing how meaning is created

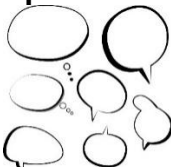
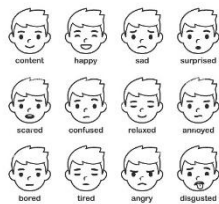
Always ask: “What is the cartoonist trying to communicate?”

15. HOW TO APPROACH THE CARTOON



15.1 Cartoon terminology

Cartoon / Comic Strip 	A visual text using drawings and words to communicate a message, idea, or humour.
Frame / Panel  FRAME 2	A single picture in a cartoon sequence representing part of the story or action.

Caption NOTE: In this cartoon, the boy's name is Dennis. The man and woman are his parents.	Text included to clarify meaning or provide context.
Speech Bubble 	Shows what a character says aloud.
Thought Bubble 	Shows what a character is thinking (internal thoughts).
Shouting / Emphasis Indicators	Visual clues such as bold font, capital letters, or exclamation marks used to show strong emotion or loudness.
Facial Expression 	Visual representation of emotion (anger, surprise, fear, joy).
Body Language 	Posture or gestures revealing feelings or attitudes. ✓ Folded arms → defensiveness / irritation ✓ Slumped posture → sadness / exhaustion ✓ Wide eyes → shock / surprise
Visual Clue	Any detail in the drawing that helps convey meaning.
Exaggeration	Deliberate overstatement of features to highlight emotion or humour. ✓ Enlarged eyes → extreme shock.
Symbolism	Use of objects or images to represent ideas. ✓ Light bulb → idea / realisation ✓ Shield → protection / defence
Contrast	Opposing elements creating meaning or humour. ✓ One character calm → another furious.

Bold Font	Indicates emphasis, loudness, or importance.
Capital Letters (CAPS)	Used to show shouting, excitement, anger, urgency.
Ellipsis (...)	Indicates hesitation, pause, incomplete thought, suspense.
Punctuation Cues	Question marks, exclamation marks conveying tone.
Humour	The element that makes the cartoon amusing; often created through irony, exaggeration, or misunderstanding.
Irony	Difference between expectation and reality. ✓ Situational Irony – Opposite of what is expected happens ✓ Verbal Irony – Words mean opposite of literal meaning
Satire	Humour used to criticise human behaviour or social issues.
Pun	Humour based on multiple meanings of a word.
Ambiguity	Double meaning causing confusion or humour. ✓ Sentence interpreted in two ways.
Literal Meaning	Exact, direct meaning of words.
Figurative Meaning	Implied or symbolic meaning beyond the literal.
Sarcasm	Mocking or ironic remark intended to ridicule.
Understatement	Presenting something as less important than it actually is for humour.
Stereotype	Oversimplified representation of a group or type of person. ✓ Lazy teenager / strict teacher.
Message / Theme	Underlying idea or commentary conveyed by the cartoonist.
Cartoonist's Intention	Purpose of the cartoon (to amuse, criticise, warn, comment).



15.2 Reading strategy

The cartoon must be approached like a comprehension passage, where understanding the overall meaning comes before answering questions. Learners lose marks because they jump straight to individual frames or isolated details.

15.3 Steps to decode a cartoon:

Step 1 – Identify Characters & Situation

First establish the basic context:

- Who are the characters?
- What roles do they appear to have? (parent/child, teacher/student, etc.)
- Where is the scene taking place?
- What general scenario is being presented?

Remember! Without context, later analysis becomes guesswork.

Step 2 – Identify Visual Exaggerations

Cartoonists deliberately exaggerate to communicate emotions and ideas.

Analyse the following:

- Facial expressions (bulging eyes, wide mouths)
- Body language (slumped, rigid, defensive)
- Symbolic elements (sweat drops, motion lines, icons)
- Font manipulation (bold, CAPITAL LETTERS)

Remember! exaggeration is evidence, not decoration.

Example:

Wide eyes may show shock / disbelief

Bold font may indicate loudness / emphasis

Facial expressions are one of the strongest meaning carriers in cartoons.

They reveal:

- ✓ Emotions
- ✓ Attitudes
- ✓ Reactions
- ✓ Hidden thoughts

Examples of facial expressions and what they mean:

- Wide eyes → Shock / disbelief / surprise
- Frowning / lowered brows → Anger / irritation
- Raised eyebrows → Confusion / curiosity
- Smiling → Satisfaction / amusement

Body posture/language often reveals more than words.

Understand and interpret stance, movement, and gestures:

- Folded arms → Defensiveness / annoyance / resistance
- Slumped shoulders → Sadness / exhaustion / defeat
- Leaning forward → Interest / aggression / urgency
- Hands on hips → Frustration / authority / disbelief

Cartoonists **manipulate typography** (Bold / CAPS) to convey tone.

- ✓ Bold font → Emphasis / loudness / strong emotion
- ✓ CAPITALS → Shouting / excitement / anger / urgency
- ✓ Enlarged text → Dramatic effect

Punctuation acts as a tone indicator.

- ✓ Exclamation mark (!) → Strong emotion / shouting / surprise
 - ✓ Question mark (?) → Confusion / disbelief / questioning
 - ✓ Ellipsis (...) → Pause / hesitation / suspense / trailing thought
- For example: “Well...” → hesitation / uncertainty

Step 3 – Identify Conflict / Joke Trigger

Cartoons usually revolve around tension, misunderstanding, or contrast.

Ask yourself:

- What problem, disagreement, or unexpected event is occurring?
- What creates the turning point?
- What seems unusual or contradictory?

Remember: Humour is often rooted in conflict.

For example when a character says something serious and another reacts unexpectedly.

Step 4 – Predict Message or Humour

Only after analysing the context and techniques should you interpret meaning.

Ask yourself:

- What is the cartoonist suggesting about the situation?
- What makes this humorous?
- Is there irony, contradiction, or misunderstanding?
- Is a stereotype or social comment being made?

Remember: Humour is rarely random — it is created through contrast, irony, and character reactions.

Many cartoons depend on a mismatch between:

- ✓ Expectation vs Reality
- ✓ Words vs Actions
- ✓ Appearance vs Truth

Learners must detect:

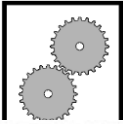
Irony → the opposite of what is expected can create humour.

Contrast → differences can be used to create meaning or humour

Examples:

- ✓ A character claims to be healthy **BUT** eats junk food.
- ✓ A character may use calm words **BUT** has an exaggerated angry posture.

16. GUIDED ACTIVITY TO APPLY READING STRATEGY



Use the following cartoon to apply the steps to analyse a cartoon.
(The cartoon is from the 2025 Free State Grade 12 EFAL Paper 1)



Frame 1

I HAVE TO WRITE A PARAGRAPH ON WHAT I DID OVER THE SUMMER!
A WHOLE PARAGRAPH!!



Frame 2



Frame 3



Frame 4

In this cartoon, the boy's name is Calvin and the tiger in Frame 4, is Hobbes.

STEP 1 – Identify Characters & Situation (Context First)

- ? Who are the characters?
- ? What relationship do they have?
- ? What situation is shown?

Remember: We must understand the general situation before analysing humour.

STEP 2 – Identify Visual & Verbal Exaggerations

Scan the cartoon for any clues that indicate exaggeration.

- ? What do the visual clues indicating exaggeration, show about Calvin's emotional state (feelings)?

STEP 3 – Identify the Conflict / Joke Trigger

Cartoons often contain tension or misunderstanding.

- ? What problem or conflict is Calvin reacting to?
- ? Why does Calvin view this as a serious issue?
- ? Explain why Calvin's reaction may be seen as exaggerated.
 - Think beyond what is visible.
 - Interpret meaning, not just action.

STEP 4 – Explain the Humour

Analyse the cartoon's effect.

- ? Why is the cartoon humorous?

- ? Which technique contributes most to the humour?
- ? Explain how Calvin's behaviour creates humour.

Remember: Use analytical language.

For example:

X "It is funny."

✓ "Humour is created through exaggeration because ..."

STEP 5 – Analyse Character Contrast

Compare Calvin and Hobbes.

- ? Describe Hobbes' reaction to Calvin's complaint.
- ? Explain how the contrast between the characters contributes to humour.

Contrast is a key cartoon technique.

For example:

One character is emotional → another calm → humour is created

STEP 6 – Exam-Style Practice Questions

Answer the following as you would in an examination.

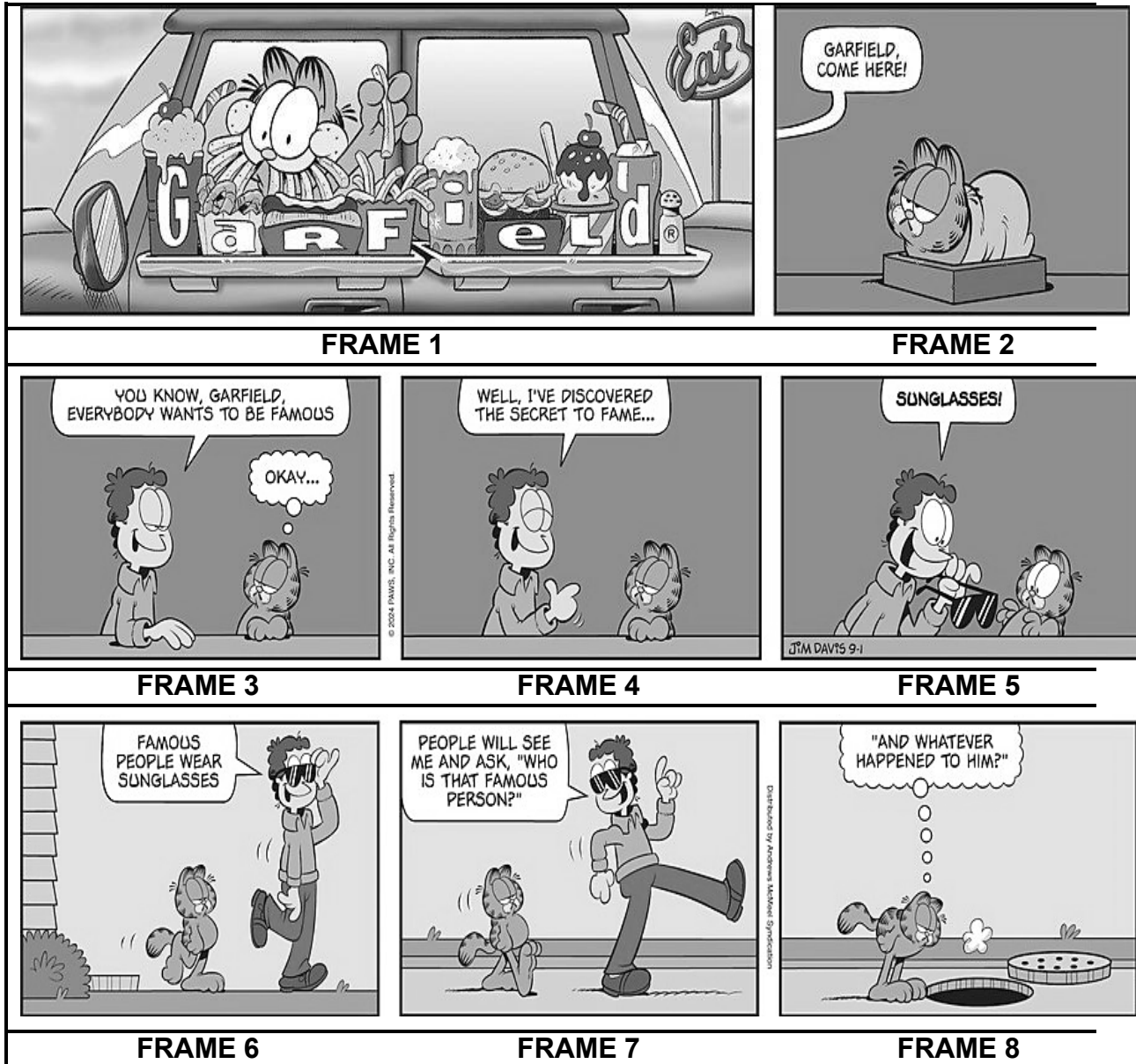
- 6.1 Explain how humour is created in the cartoon. (2)
- 6.2 Identify ONE visual clue that shows Calvin's frustration. (1)
- 6.3 Discuss whether the cartoon is effective. Substantiate your answer. (2)

Remember to provide reasons and support answers with evidence.

17. LEARNER ACTIVITY

Read the cartoon below from the November 2025 NSC EFAL Paper 1 and answer the set questions.

GARFIELD by JIM DAVIS



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

1. Refer to FRAME 1.
How does the cartoonist convey the message that Garfield is not health-conscious? (1)
2. Choose the correct answer to complete the following sentence:
'Garfield, come here!' is an example of a ...

- A question.
B command.
C statement.
D reprimand. (1)

3. Refer to FRAME 3.

Why does the cartoonist use TWO different types of bubbles? (2)

4. Refer to FRAME 4.

Describe how Garfield's body language in FRAME 4 is in contrast to his body language in FRAME 5. (2)

5. Why is the word '**SUNGLASSES!**' (FRAME 5) written in bold font? (1)

6. Refer to FRAME 6.

Rewrite the following sentence in the passive voice:

Famous people wear sunglasses. (1)

7. Do you think the cartoonist succeeds in creating humour in this cartoon? Discuss your view. (2)

[10]

Day 5 – ADVERTISEMENT

18. THE 2025 DBE DIAGNOSTIC REPORT – ADVERTISEMENT

Learners gave descriptive and vague answers instead of analysing advertising techniques. Many struggled to explain symbolism, persuasive language, and how visuals influence the target audience. Weak interpretation skills resulted in incomplete responses and loss of marks.

19. WHAT IS AN ADVERTISEMENT



An advertisement is a visual text designed to inform, persuade, or influence people about a product, service, or idea. Advertisements use images, words, and design features to attract attention and shape the audience's opinions or behaviour.

Advertisements are carefully constructed — every element has a purpose.

Different Types of Advertisements

Advertisements may serve different functions depending on their goal:

✓ Product / Service Advertisements

Promote or sell a product, brand, or service.

✓ Public Service Announcements

Raise awareness about social, health, or community issues.

✓ Commercial Advertisements

Encourage consumers to purchase goods or services.

✓ Non-profit / Awareness Advertisements

Promote causes or positive behaviour.

Common Purposes of Advertisements

Advertisements are created for specific reasons:

✓ **To inform** – Provide information about a product or service

✓ **To persuade** – Influence the audience to buy or support something

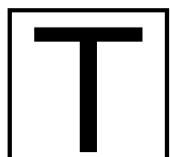
✓ **To attract attention** – Capture interest through visuals and language

✓ **To raise awareness** – Highlight an issue or encourage action

✓ **To entertain** – Create positive feelings about a brand

✓ **To remind** – Keep a product or message memorable

20. HOW TO APPROACH THE ADVERTISEMENT



20.1 Advertising terminology

Target Audience / Target Market	The specific group of people the advertisement is aimed at.
Message of the Advertisement	The main idea or impression the advertiser wants the audience to understand or believe.

AIDA Principle	A common advertising strategy used to influence consumers: ✓ Attention – Grab the viewer’s attention ✓ Interest – Maintain curiosity and engagement ✓ Desire – Create a want/need for the product ✓ Action – Encourage the audience to respond or buy
Slogan	A short, memorable phrase used to promote a product or brand.
Logo	A symbol or graphic representation identifying a company or brand.
Body Copy	The main written text of the advertisement that provides information about the product/service.
Emotive Language	Words designed to trigger emotions and influence feelings. Example: ✓ “Delicious” ✓ “Safe” ✓ “Healthy” ✓ “Amazing” Effect: ✓ Creates positive or urgent reactions
Manipulative Language	Language used to pressure or strongly influence the audience. Example: ✓ “Hurry!” ✓ “Limited stock!” ✓ “Only today!” Effect: ✓ Encourages immediate action
Persuasive Techniques	Strategies used to influence consumer behaviour. May include: ✓ Exaggeration ✓ Repetition ✓ Appeal to fear/safety ✓ Appeal to desire/status ✓ Catchy wording
Exaggeration	Overstating qualities or benefits to make the product appear more attractive. Example: ✓ “The best snack ever!”

Appeal	The method used to attract the target audience's interest or emotions. Common appeals: ✓ Health ✓ Safety ✓ Happiness ✓ Success ✓ Convenience
Font Manipulation	Use of text style to convey emphasis or meaning. ✓ Bold font → Emphasis / importance ✓ CAPITALS → Strong emotion / urgency ✓ Large font → Attention grabbing
Call to Action	Instruction encouraging the audience to act. Example: ✓ "Buy now!" ✓ "Visit our website." ✓ "Order today."



20.2 Reading strategy

Advertisements must be approached in a **structured and analytical way**, just like comprehension passages. Learners often lose marks when they give vague answers or focus only on obvious details.

The Golden Rule:

Study the entire advertisement carefully before attempting the questions.

Remember:

- ✓ Every visual and word is intentional.
- ✓ Advertisements are designed to persuade.
- ✓ Specific evidence strengthens answers.

20.3 Steps to decode an advertisement:

Step 1 – Identify the Purpose

Ask yourself:

? Why does this advertisement exist?

Common purposes include:

- ✓ To inform
- ✓ To persuade
- ✓ To attract attention
- ✓ To raise awareness
- ✓ To entertain
- ✓ To remind

Do not guess — use clues from the advertisement.

Step 2 – Identify the Product or Service

Determine:

? What is being advertised?

Is it a product, brand, service or an idea?

Always refer to specific evidence such as images, logos, or wording.

Step 3 – Identify the Target Market

Ask:

? Who is this advertisement aimed at?

Consider:

- ✓ Age group
- ✓ Lifestyle
- ✓ Needs / interests
- ✓ Social group

For example:

- ✓ Teenagers
- ✓ Parents
- ✓ Students
- ✓ Health-conscious consumers

Always be specific and zoom in on the specific group of people.

Step 4 – Identify the Message

Ask:

? What main idea or impression is the advertiser creating?

The message is the central meaning, not a description.

For example:

- ✓ “This snack is healthy and convenient.”

Step 5 – Analyse the AIDA Principle

Check whether the advertisement includes:

- ✓ **Attention** – What grabs your interest?
- ✓ **Interest** – What keeps you engaged?
- ✓ **Desire** – What makes you want the product?
- ✓ **Action** – What encourages you to respond?

Step 6 – Analyse Visuals / Images

Visuals are used to:

- ✓ Attract attention
- ✓ Reinforce the message
- ✓ Create emotional appeal
- ✓ Influence consumer behaviour

Ask:

? How do the visuals support persuasion?

Step 7 – Analyse the Body Copy

Identify information in the main text:

- ✓ Features
 - ✓ Benefits
 - ✓ Persuasive wording
 - ✓ Product qualities
- Avoid copying — interpret meaning.

Step 8 – Identify Links Between Visuals & Message

Ask:

- ❓ Do the pictures support the main message?
- ✓ Look for links or connections between the visuals and message of the advertisement.

Step 9 – Identify Persuasive / Manipulative Techniques

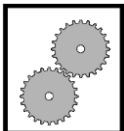
Analyse how the advertiser influences the reader:

- ✓ Emotive language
- ✓ Exaggeration
- ✓ Appeals (health, safety, happiness, etc.)
- ✓ Typography (bold / CAPITAL LETTERS)
- ✓ Call to action

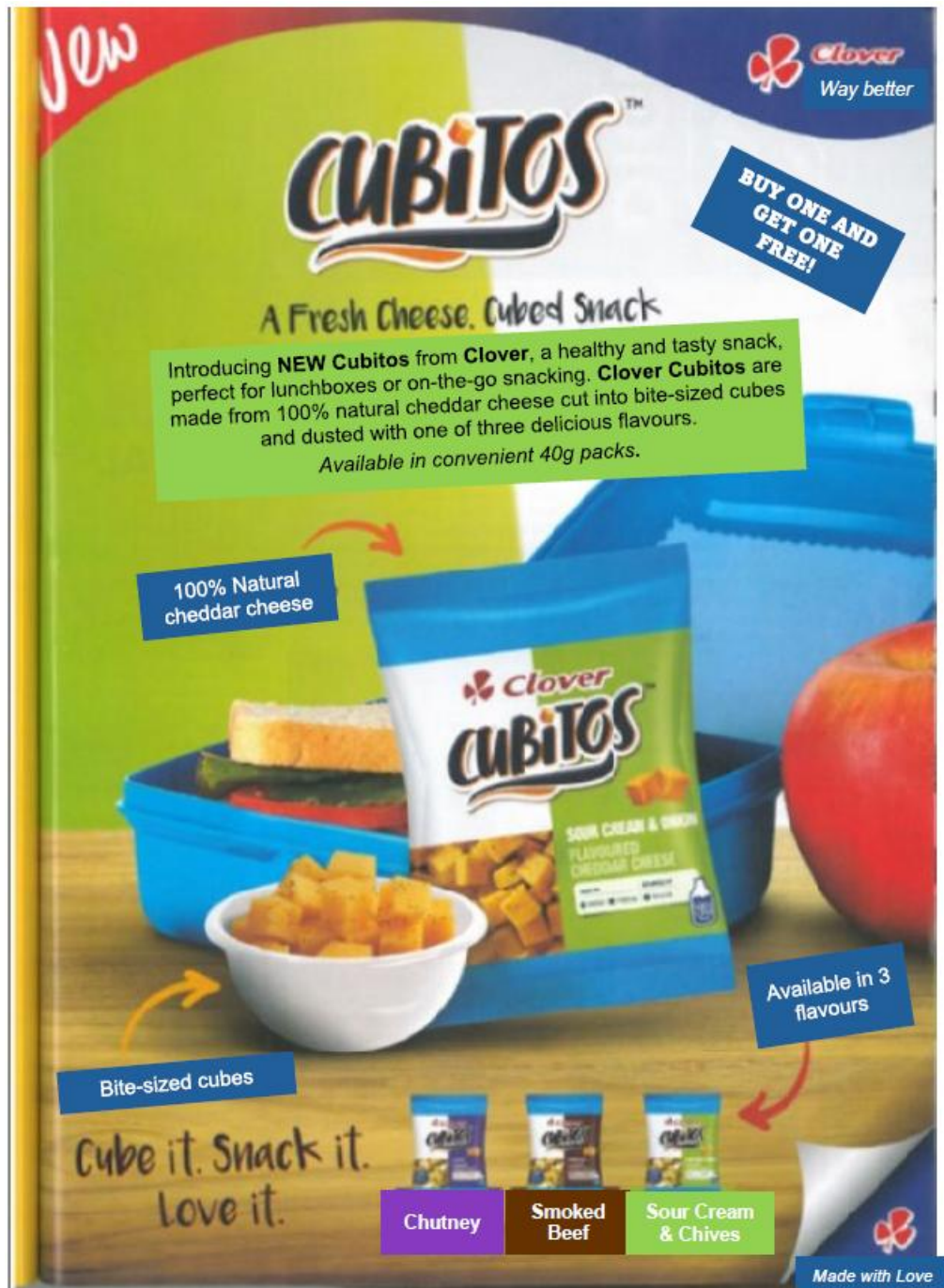
Always explain the following:

- ✓ Technique used
- ✓ Effect on audience

21. GUIDED ACTIVITY TO APPLY READING STRATEGY



Study the advertisement carefully before answering the questions.
Do NOT answer immediately. First analyse the advertisement as a whole.



(Source: <https://www.clover.co.za>)

STEP 1 – Identify the Purpose (Context First)

Examine the entire advertisement.

Answer the following:

- ? Why do you think does this advertisement exist?
- ? What is the advertiser trying to achieve?

STEP 2 – Identify the Product

Look closely at both visuals and the body copy.

- ? What product is being advertised?
- ? Name the brand associated with the product.
- ✓ *Refer to clear evidence from the advertisement.*

STEP 3 – Identify the Target Market

Consider who would be most interested in this product.

- ? Who is the advertisement aimed at?
- ? Provide ONE reason for your answer.
- ✓ *Think about lifestyle, age group, and needs.*

STEP 4 – Identify the Message

Determine the main idea communicated.

- ? What impression does the advertiser create about Cubitos?
- ✓ Avoid describing the picture.
- ✓ Focus on meaning.

Example:

- ✗ *It shows cheese.*
- ☑ *The product is presented as fresh and convenient.*

STEP 5 – Analyse the AIDA Principle

Advertisements often follow the AIDA structure.

- ? Identify elements showing:
 - Attention – What first attracts your interest?
 - Interest – What keeps the reader engaged?
 - Desire – What makes the product appealing?
 - Action – What encourages the consumer to respond?
- ✓ *Refer to specific features.*

STEP 6 – Analyse the Visuals / Images

Study the images carefully.

- ? Identify ONE visual element used to attract attention.
- ? Explain how the visual supports the advertisement's message.
- ✓ *Consider colour, layout, product placement, and imagery.*

STEP 7 – Analyse the Body Copy

Read the written text.

- ? Identify ONE piece of information about the product.
- ? Explain why this information may appeal to consumers.
- ✓ *Do not copy only — interpret meaning.*

STEP 8 – Identify Links Between Visuals & Message

- ? Explain how the visuals reinforce the product's message.
- ✓ *Strong advertisements show clear alignment.*

STEP 9 – Identify Persuasive Techniques

Advertisements use language and design to influence the audience.

? Identify ONE example of persuasive or emotive language.

? Explain its effect on the reader.

Example:

✓ “Fresh” → *Suggests quality / desirability*

STEP 10 – Exam-Style Practice Questions

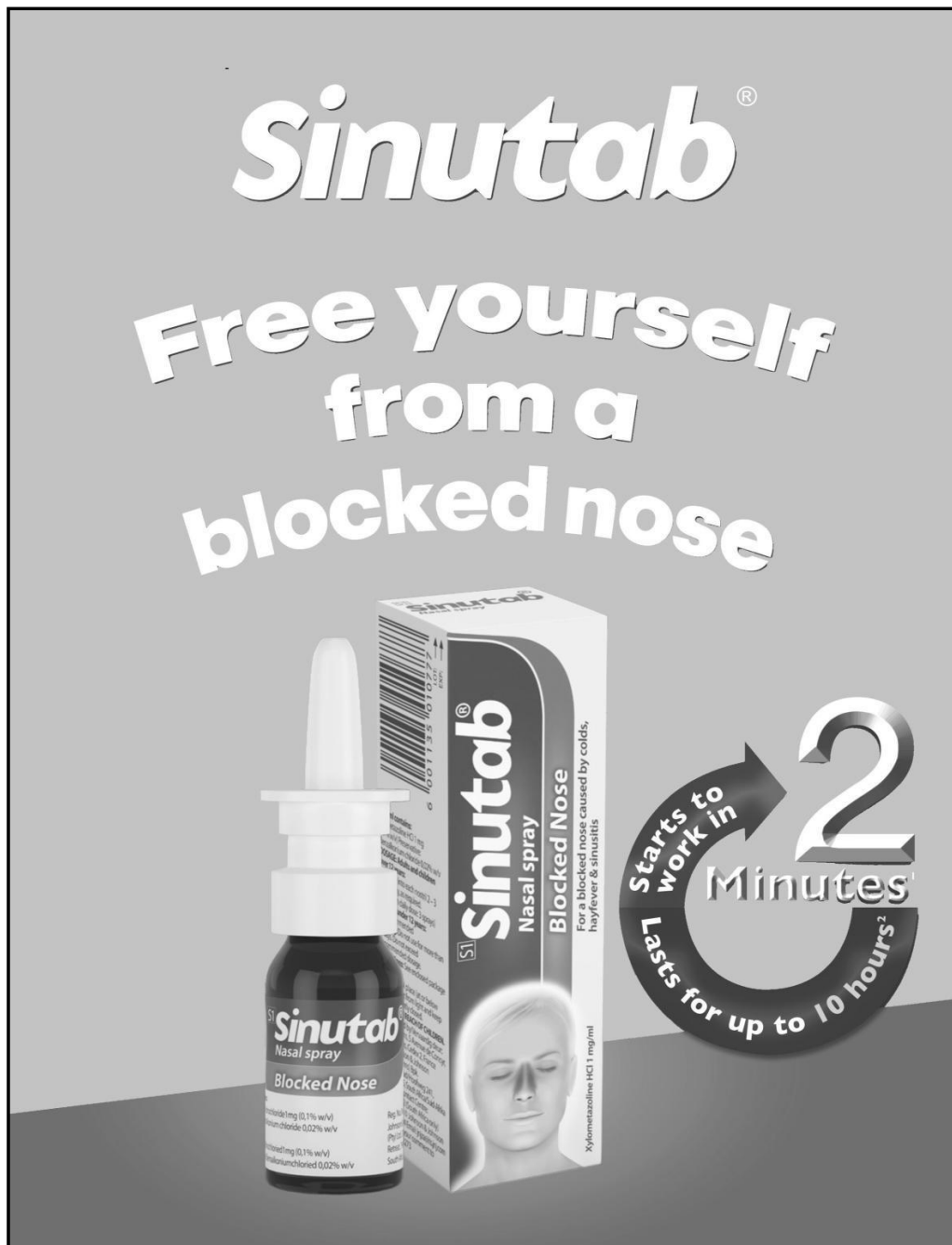
Answer the following as you would in an examination:

- ? Explain how the advertisement persuades consumers to buy Cubitos. (2)
- ? Identify ONE visual technique used in the advertisement. (1)
- ? Discuss the effectiveness of the advertisement. Substantiate your answer. (2)

Remember to provide reasons and support your answers with evidence.

22. LEARNER ACTIVITY

Read the cartoon below from the May/June 2025 NSC EFAL Paper 1 and answer the set questions.



The text on the bottle and/or box reads as follows:

[S1] Sinutab®

Nasal spray

Blocked

Nose

For a blocked nose caused by colds, hayfever and sinusitis

[Source: Clicks ClubCard Magazine, September 2023]

1. Choose the correct answer to complete the following sentence:

The ® next to the word Sinutab indicates that this is a ... trademark.

- A recorded
 - B renewing
 - C registered
 - D recovering
- (1)

2. Refer to the headline

2.1 To which need does the advertiser appeal? (1)

2.2 Explain the advertiser's intention in using the word, 'yourself'. (2)

3. Why has the advertiser included the visual of the bottle and the box?
Give TWO points. (2)

4. Quote TWO consecutive words from the text that indicate that this is not an oral treatment. (1)

5. Provide a synonym for the underlined word in the following sentence:

For a blocked nose caused by colds, use Sinutab. (1)

6. Does the visual of the curved arrow support the message of the advertisement? Substantiate your answer. (2)

[10]

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