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ENGLISH HOME LANGUAGE PREPARING FOR PAPER I

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COMPREHENSION : 30 MARKS



COMPREHENSION

(30 Marks)

50 minutes

SUMMARY

(10 Marks)

30 minutes

LANGUAGE IN CONTEXT

(30 MARKS)

40 minutes

Select TWO texts – ONE prose and ONE visual.
The visual text must be related to the prose text.
(from Examination guidelines)



Skim and scan

Read in detail -
highlight

Read the
questions

THE QUESTIONS

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Text A (Prose)

700 -800 words long

Text B (Visual/graphic).

Can be of any genre

Marks: minimum of 6 and a maximum of 10 marks.

Focus of questions must be on the visual information

Test comprehension in context

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There will be:

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- Comparative questions based on the two texts
(**maximum 4 marks**)
- A maximum of 2 open-ended questions
- Only 1 multiple-choice question

Various types of questions will be set in such a way that **ALL** the cognitive levels are catered for in the proportions indicated in each section.

Levels 1 and 2: 40% of total for section

Level 3: 40% of total for section

Levels 4 and 5: 20% of total for section

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Level One Usually 1 or 2 mark question	Literal (information in the text)	Questions that deal with information explicitly stated in the text. • Name the things/people/places/elements ... • State the facts/reasons/ points/ideas. • Identify the reasons/persons/causes ... • List the points/facts/ names/reasons ... • Describe the place/person/character ... • Relate the incident/episode/experience ...
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**Level
Two:**

**Usually 1
or 2
mark
question**

**Reorganisation
(analysis,
synthesis
or
organisation)**

**Questions that require analysis,
synthesis or organisation of
information explicitly stated in the
text.**

- **Summarise the main points/ideas/
pros/cons/ ...**
- **Group the common elements
/factors ...**
- **State the similarities/differences**
- **Give an outline of ...**

Level Three Usually 2 mark question. Often requires justification or evidence	Inference (engagement with information in terms of personal experience)	Questions that require a candidate's engagement with information explicitly stated in the text in terms of his/her personal experience. • Explain the main idea ... • Compare the ideas/attitudes/ actions ... • What is the writer's (or character's) intention /attitude/ motivation/reason ... • Explain the cause/effect of ... • What does an action/comment/attitude (etc.) reveal about the narrator/ writer/character ... • How does the metaphor/simile/image affect your understanding • What, do you think, will be the outcome/effect (etc.) of an action/situation ... • True/False questions • Multiple Choice questions • Choose the correct option (from a given list) • Fill in the blanks (using contextual clues) • Questions on visual and graphic literacy
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Level Four Usually a 3 mark question. Always requires justification, exploration or evidence	Evaluation (judgements concerning the value or worth)	These questions deal with judgements concerning value and worth. These include judgements regarding reality, credibility, facts and opinions, validity, logic and reasoning, and issues such as the desirability and acceptability of decisions and actions in terms of moral values. • Do you think that what transpires is credible/realistic/possible ...? • Is the writer's argument valid/logical/conclusive ... • Discuss/Comment critically on the action/ intention/ motive/ attitude/suggestion/implication ...
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Level Four Usually a 3 mark question. Always requires justification, exploration or evidence	Evaluation (judgements concerning the value or worth)	• Do you agree with the view/statement/observation/ interpretation that ... • In your view, is the writer/narrator/character justified in suggesting/advocating that ... (Substantiate your response /Give reasons for your answer.) • Is the character's attitude/behaviour/action justifiable or acceptable to you? Give a reason for your answer. • What does a character's actions/attitude(s)/motives ... show about him/her in the context of universal values? • Discuss critically/Comment on the value judgements made in the text.
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Level Five

Usually a 3 mark question. Always requires justification, exploration or evidence

Appreciation (assess the impact of the text)

These questions are intended to assess the psychological and aesthetic impact of the text on the candidate. They focus on emotional responses to the content, identification with characters or incidents, and reactions to the writer's use of language (such as word choice and imagery).

- **Discuss your response to the text /incident / situation/ conflict/dilemma ...**
- **Do you empathise with the character? What action/decision would you have taken if you had been in the same situation?**
- **Discuss/Comment on the writer's use of language**
- **Discuss the effectiveness of the writer's style/ introduction/ conclusion/imagery/metaphors/use of poetic techniques/ literary devices ...**

1. Style matters
2. Full sentences unless stated.
3. Mention the important words from the question in your answer. Direct the examiner to your answer.
4. Amount written should correlate with mark allocation.

SUMMARY : 10 MARKS

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Candidates will be instructed to **summarise in paragraph form** only.

Candidates should not quote verbatim (*from Examination guidelines*



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THE READING AND SELECTION OF INFORMATION

Read the
instructions
carefully.
Highlight.

Read in detail –
highlight/
eliminate

Create your
points.

THE WRITING AND EDITING

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DELETE ALL
ROUGH
WORK!

Check points
for lifting.
Organise in
same order as
passage

Write into ONE
paragraph.
Use linking
words.
**CHECK WORD
COUNT.**

Edit. Check
spelling and
style.

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LANGUAGE USAGE : 30 MARKS

There will be:

- 2 open-ended questions in SECTION C (1 in the advert and 1 in the cartoon)
- A maximum of 2 multiple-choice questions. (*Examination Guidelines*)



ADVERTISING

1. Remember the levels of questions. There will be at least one open question (level 4 or 5)
2. If you are asked to compare two advertisements, make sure you mention both advertisements.
3. Look at the relationship between copy and visuals or graphics. If you are asked a question about the relationship you **MUST** mention **BOTH THE TEXT** and the **VISUAL**
4. Know your terminology and **wherever possible use the terminology in answering** your questions.
5. **General terms:**
6. Target market: at whom the advertisement is directed
7. Copywriter: the creator of the advertisement.

Technical terminology.

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1. Positioning / placement :Where things are placed in the advertisement.
(top, central, left, right, bottom)
2. Mirroring:When one image mirrors another image
3. Layout:The relationship between the text and graphics.
4. Copy:The text of the advertisement.
5. Logo:The symbol used to represent the company/ product being advertised.
6. Slogan: a catch phrase used to represent the product.
7. Typography: use of font (size, type, bold, case)

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Persuasive techniques:

1. Language: emotive words, rhetorical questions, commands, use of superlatives, fragments, rhyme, play on words, slogans, alliteration, onomatopoeia.
2. Humour, irony.
3. Use of statistics, jargon.
4. Role models, authority figures.
5. Visual metaphors (comparing two things where at least one is represented visually)
6. Appeal to emotions, security, sexuality, maternal /paternal instincts, status, health, well-being, beauty, fame, success, being fashionable.

VISUAL LITERACY/ CARTOONS

1. Remember the levels of questioning. There will be at least one open question (level 4 or 5)
2. Be specific in your answers, for example, she shows emotion is general. She shows frustration is specific.
3. Justify or back up your answer with specific examples from the cartoon.
4. The relationship between the text and the graphics. You need to be able to describe, show the link and how the one reinforces the other. See point 3 above.
5. Be able to interpret symbols: lines showing movement, upper case letters, exclamation marks, question marks, lines indicating swearing.
6. Power play: be aware of where characters are placed to reinforce the relationships, power dynamics in the relationship.

You need to know how humour is created. Here are some techniques

Satire: mocking, criticising the government, society, an institution, political figures in a humorous way.

Irony: a contrast between one thing and another. “The irony is created because on the one hand but on the other hand....” Is a good way to answer these questions.

Interpreting the figurative in a literal way. Often this is shown through the visual representation.

Bathos/ anti climax: there is a build up and then the opposite of what is expected or some let down occurs.

Play on words: pun, malapropism, inversion of an idiom, ambiguity.

LANGUAGE USAGE AND CONVENTIONS

Unless there is a general question (which there has never been) you do not need to read the entire extract. You need only refer to those parts of the passage relevant to the question. Rather than reading, make sure you are being clinical and precise in your answers.

These are the types of questions usually asked:

Changing from active to passive.

Janet ate the cake. (active) *The cake was eaten by Janet* (passive) .

Changing from direct to reported speech.

Remember to change all your verbs to one tense back. (*was* becomes *had been*) except in instances that are beyond time, for example. *He said that the bible is full of wisdom.*

Spelling errors.

Identifying the main clause/ clauses and phrases. Remember a clause must have a finite verb.

Incorrect sentence structure. A full sentence must have at least one finite verb. Sentences should not begin with co-ordinating conjunctions (*and, but, yet, or*). Fragments are not complete sentences for example, *Because it was inevitable*

Punctuation. Answer these using the correct terminology

Hat's : The apostrophe shows possession.

He's: the apostrophe shows contraction

E'en: The apostrophe shows omission (Even)

Full-blooded: The hyphen creates a compound word (adjective)

Yesterday – he was angry – he: The dashes enclose added information.

(always late!) : The brackets (parentheses) enclose an explanation.

The Game of Thrones: titles are written in italics as are foreign words.

Errors:

Commas do not create plurals (*hero's* means – of the hero not many heroes.)

Comma splice.

Joining two separate sentences with a comma is incorrect. *He went to town, he knew he would be late.*

He's and his: note the difference between the two.

Concord

Verbs: The subject of the sentence must agree in number with the verb. *The vase of flowers is on the table.* (clue find out what the subject is and then test it against the verb.)

Pronoun: Pronouns must be consistent throughout (*one must always prepare for one's exams*)

Tenses and verbs

We having to do this now. Do not leave out the auxiliary verb. We **are having**.....

Use of adjective instead of adverb/ *She laughed loud.* (*She laughed loudly*)

Preposition instead of conjunction / *Like I said .* (*As I said*)

adjective of quantity instead of adjective of number *Less people* (*Fewer People*)

Ambiguity (double meaning)

Incorrect register. Changing from colloquial to formal.

Double negative. *I didn't know nothing about it.* (*I knew nothing about it*)