



**PREPARATION FOR TASK 5 & PAPER 1**  
(SUMMARY, ADVERTISEMENTS AND CARTOONS)

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**MARKING GUIDELINES**

**ACTIVITIES ON ADVERTISEMENT**

**QUESTION 1**

Study the ADVERTISEMENT on page 2 then answer the set questions.

- 1.1 Comment on **TWO visual elements** and their suitability in the context of the advertisement. **(2)**

Any TWO of the following elements can be mentioned. The visual element must be named and its effect described.

- The man photographed is young, but he is dressed formally, suggesting professionalism, ambition and a career. His spectacles make him look like an iconic figure such as Martin Luther King Jr, connecting with the 'visionaries' and 'activists' mentioned.
- The young man appears to be tearing the paper, suggesting that he is breaking with tradition, making a statement or tearing open something to reveal a new opportunity.
- The paper is being peeled away, as if the text is being slowly opened. It suggests that one does not see the whole of one's life clearly at the same time, but it unfolds gradually.

- 1.2 Discuss the **use of personal pronouns** in the text. **(2)**

The first question uses the pronoun 'one' because it asks a general, rhetorical question aimed at anyone. The pronoun 'us' refers to all people in the world to create a sense of unity. By the end of the text, the individual is addressed with 'your' and 'you' to impress a sense of responsibility on the reader.

- 1.3 The advertiser suggests that **'time' is the one common measure of life**. In what way is that the **appropriate measure** in the context of this? (2)

Time is a suitable measure in the context of this advertisement because time is what preceding generations have offered to enrich the current generation and time is what young people can now offer.

- 1.4 'Transformation doesn't just happen.' **Critically discuss** the last line in the context of the courses being advertised by Wits P&DM. (2)

Transformation will only happen when succeeding generations offer time, dedication and skills to building a better world. There is an implicit criticism of those who expect transformation in society without working for it themselves. This criticism is designed to provoke someone to study governance, policy and development management so that they can play a role in making that transformation happen.

- 1.5 Does this **advert motivate you** to study Policy and Development Management at the University of the Witwatersrand? Give reasons for your opinion. (2)

Yes, I would be interested in studying Policy and Development Management at the University of the Witwatersrand because it makes me think about what impact I can have on society and how I can use my life to help others.

OR

No, this advert is old-fashioned and dull, and I do not understand the relevance of measuring life to studying this university course. I do not think that the work of activists and visionaries has a bearing on studying this particular course.

[10]



# HOW DOES ONE MEASURE LIFE?

IN EXPERIENCES? IN ACHIEVEMENTS? IN WEALTH?

EVERY MEMBER OF THE HUMAN RACE SHARES ONE COMMON MEASURE FOR LIFE - TIME. GENERATIONS OF VISIONARIES, ACTIVISTS AND ACADEMICS HAVE SACRIFICED YEARS, DECADES AND LIVES IN THE PURSUIT OF BUILDING A BETTER WORLD FOR US ALL. IT'S BECAUSE OF THEIR WORK THAT YOU FEEL THAT SAME CALLING AND HAVE A RESPONSIBILITY, TO THOSE THAT CAME BEFORE AND THOSE STILL TO COME, TO USE YOUR TIME WISELY.



**TRANSFORMATION DOESN'T JUST HAPPEN.**

WITS PGDM OFFERS POST-GRADUATE COURSES IN GOVERNANCE,  
POLICY AND DEVELOPMENT MANAGEMENT.  
APPLY ONLINE AT [WWW.WITS.AC.ZA/PGDM](http://WWW.WITS.AC.ZA/PGDM) AND BE THE CHANGE.



## QUESTION 2

Study the advertisements (TEXT B, and TEXT C) below and answer the questions set on them.

### TEXT B



[Source: <http://www.oddee.com>]

### **DON'T TEXT AND DRIVE.**

You can't count on a text message to reveal what's happening on the road in front of you. That's why, each year, an estimated 100 000 crashes have been tied to texting and driving, while an additional 1.2 million crashes involve other cell phone use.

### **DON'T TEXT & DRIVE**

### QUESTIONS ON TEXT B:

2.1 Why does the advertisement **make reference to BMW**?

(2)

BMW is sponsoring the advertisement.

As part of its social responsibility, BMW wants to minimise the number of accidents caused by drivers who use cell phones.

BMW wishes to promote its brand and promote sales.

[Award 2 marks for any TWO points or ONE point, well developed.]

2.2 Discuss how the **written text** reinforces the illustration in the advertisement.

(3)

The text reveals that an alarming number of accidents is caused by drivers who use their cell phones while driving.

This is reinforced by the visual of a driver's cell phone's obscuring his view of child on the road.

Irresponsible cell phone use inevitably leads to road accidents.

[5]

## TEXT C



[Source: <http://www.oddee.com>]

### QUESTIONS ON TEXT C:

- 2.3 Comment on the **effectiveness of the slogan**, '*STOP THE TEXTS. STOP THE WRECKS.*' (2)

The repetition of the imperative 'STOP' highlights imminent danger. /  
The advertiser also uses sound devices to emphasise the message of texting and driving – texts lead to wrecks.

[Award no more than 1 mark if the candidate merely identifies a list of techniques.]  
[Award 2 marks for ONE point, well discussed.]

- 2.4 Analyse the **visual image** and the written text, '*DON'T LET TEXTING BLIND YOU.*'  
**Critically discuss** whether the text and the image convey the advertiser's message successfully. (3)

The advertiser uses the image of an irresponsible driver who is texting while driving.  
The text is strategically placed to obscure the driver's face, which reinforces the idea that texting while driving is hazardous.  
A clear warning is conveyed.

[Credit literal and / or figurative responses.]  
[Credit cogent, alternative and / or mixed responses.]

[10]

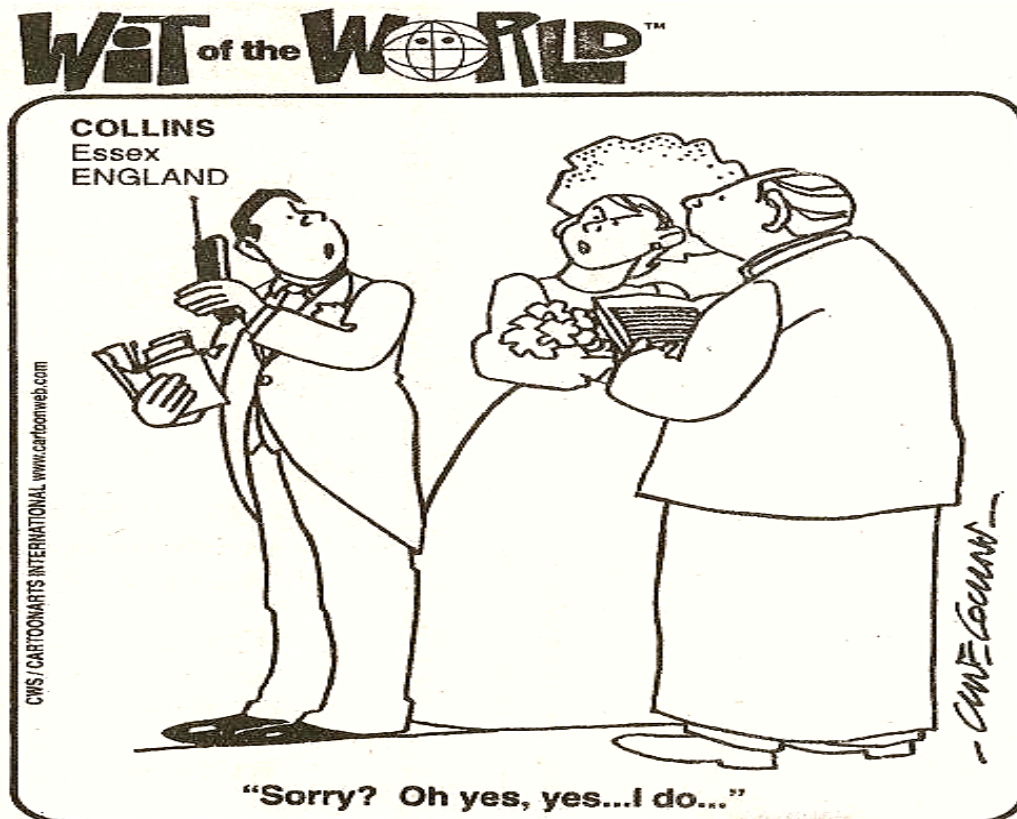
## ACTIVITIES ON CARTOONS

### QUESTION 1

Study the CARTOONS\_below then answer the set questions.

#### QUESTION 1 – CARTOON

##### TEXT A



#### QUESTIONS ON TEXT A:

1.1 Discuss what the cartoonist is **satirising**. (2)  
(NOT: Men do not take their weddings seriously OR Men are always involved with work.)

- The cartoonist satirises people's obsession with modern gadgets such as cell phones.
- This obsession interferes with traditional / normal considerations.
- People cannot be separated from their cell phones, even for something as important as their own wedding.

1.2 How do the **body language and facial expressions** of the characters contribute to the humour of the cartoon? (3)

(REMEMBER: Body language and expressions contribute to humour)

**Body language:** The bride has moved closer to the priest, suggesting her alienation from the groom.

The **upper parts of the bride's and groom's bodies** are tilted away from each other, and the **groom has turned away** to take his call.

He is **talking to her over his shoulder** (2).

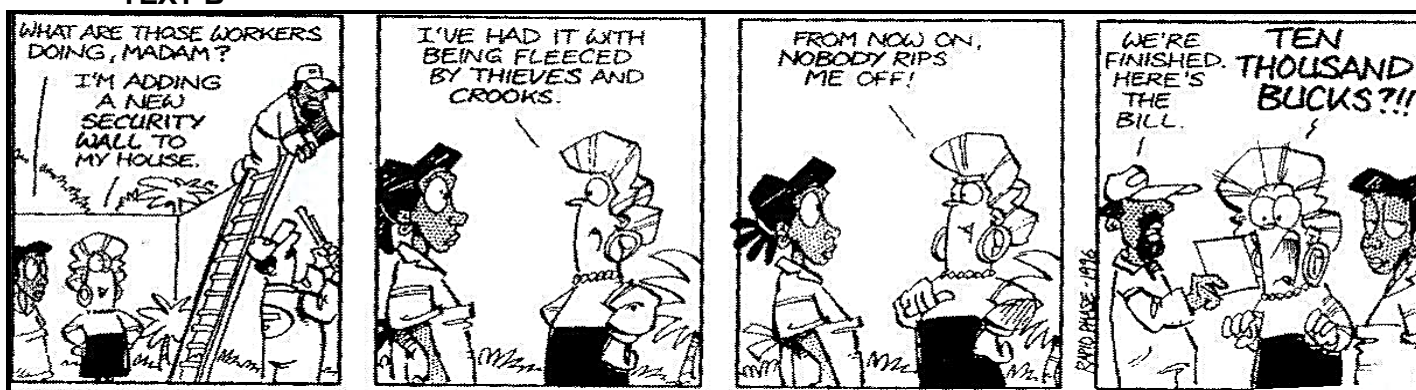
**Facial expressions:**

\*\*\*\**Groom's face:* expression of **surprise /bewilderment /confusion**

\*\*\*\**Bride's face:* expression of **annoyance** (NOT: shock) (1)

## QUESTION 2 – Madam and Eve

### TEXT B



FRAME 1

FRAME 2

FRAME 3

FRAME 4

[Source: [www.cartoonstrips.co.za](http://www.cartoonstrips.co.za)]

### QUESTIONS ON TEXT B:

2.1 What do **Madam's facial expression** and **body language** reveal about her **feelings** in frame 1? (2)

Her facial expression reveals that she is happy.  
Her body language tells us she now feels safe.

OR

They reveal that she is quite confident and assured that the new wall will guarantee her safety. (2)

2.2 Refer to frame 2. What do the **idiomatic expressions**, '*I've had it*' and '*being fleeced*', convey about **Madam's attitude towards crime**? (2)

The idiomatic expressions mean that Madam is fed up with being robbed.  
Her attitude reveals that Madam will now 'fight back' / defend herself against crime.

2.3 Explain how **humour** is created in this cartoon. (2)

Madam states that she refuses to be ripped off by criminals and has therefore added a security wall.

When she receives the bill for the installation of the wall, she realises that once again she has been robbed.

[IRONY is used to CREATE HUMOUR/Eve's cynical facial expression creates humour in frame 4 – award 1 mark only.]

### QUESTION 3: TEXT C – PEANUTS



3.1 Refer to frame 4: What do the boy's facial expression and words, 'OH! GOOD GRIEF!' reveal about him? (2)

The lines around his eyes and straight mouth reveal an ATTITUDE of **defeat / resignation**.

His interjection shows his **frustration**.

**WHAT IS INTERJECTION?**  
OH! GOOD GRIEF!  
**Other examples:**  
Ouch! Gosh! Wow!  
(Utterances that express emotions)



3.2 Refer to frames 3 and 4: Discuss any TWO techniques used by the cartoonist to comment on the girl's character. (3)

In frame 3, the bold font portrays the **girl's intimidating nature**.

In frame 4, the cartoonist uses a larger font to show the **girl's bombastic attitude**.

Her body language (**outstretched hands, wide open mouth, indignant expression**) shows that she is a **domineering character**.

[Award 3 marks for any two points fully discussed.]

[10]