This memorandum consists of 6 pages.
QUESTION 1: COMPREHENSION

Refer to TEXTS 1 AND 2

1.1 They get tattoos √ and pierce their bodies. √

1.2 He asks rhetorical questions in order to draw the reader in √; in order to help him find a solution to the teenagers' rebellious behaviour. √

Refer to paragraph 2.

1.3 He goes on to suggest that the answer is more complex, √ and can be traced back to our need for social ritual. √

1.4 The internal logic/the reason behind √ phenomena such as social rituals. √

Refer to paragraph 3.

1.5 He uses words like 'clearly', 'still need', 'need'.
He uses positive statements such as 'highlighting key events' and 'mark their progress', and lists numerous rituals that we still respect in our society.
He also uses an informal, conversational style to convince the reader.
(Award three marks for three different points mentioned) √√√

Refer to paragraph 4–5.

1.6 This is how youngsters communicate today. A barn dance seems carefree and fun.
(Award two marks for an exploration of the difference in society and communication) √√
They live in a far more complex world with little guidance.
They don't find enough meaning in their social and cultural heritage. It highlights the idea that today's teenagers live in a more complex, secluded and global/huge society.
(Award two marks for an interpretation) √√

OR

(Mark globally out of 4) √√√√

1.7 It is beat-oriented/reflects a kind of 'primal knowing'

Refer to paragraph 6–9.

1.8 Both have used ritual in order to try and find fulfillment/have the need to find one's place in the world.

1.9 He mentions the hippie era of the previous century.
1.10 He suggests that they have to live in a world damaged by their elders. √
He urges the reader to look beyond superficial behaviour to find the reason
behind it.√
He says that there is nothing wrong with wanting to achieve wonderful
things and become an amazing individual. √

Questions on TEXT B: A VOID DEEP IN THEIR SOULS.

1.11 On the one hand they are materialistic and overindulgent,√ and yet they
don't seem to value their material possessions.√

Questions on TEXT A AND TEXT B.

1.12 1.12.1 That the behaviour stems from a need for recognition/finding out
who they are,√ and a deep desire to be able to dream and
achieve wonderful things.√

1.12.2 Mark globally. No mark for a simple 'yes' or 'no'. √√√

QUESTION 2: STYLE AND TEXTUAL EDITING

Refer to TEXT C

Accept reasonable alternatives.

2.1 Abandon, let go of, cut off

2.2 And be very weak at others.

2.3 2.3.1 adverb

2.3.2 terribly/dismally

2.4 2.4.1 inspirational/motivational/encouraging tone

2.4.2 (Do the same?) The writer's intention would either be to challenge
the reader, or to express incredulity. (Any one)

2.5 contraction of you+will./Omission of letters: wi

2.6 an √ effect√ on your performance√

2.7 2.7.1 It is spelt with a c because it is a noun.

2.7.2 Any sentence which illustrates the knowledge that the word is a
verb. e.g. I'd advise waiting until tomorrow.

2.8 have had √ should be has had √
2.9 fewer √ should be less √ (2)

2.10 should √ simply be seen √ (2)

2.11 Simple. √ One finite verb//One main clause//One idea √ (2)  [20]

QUESTION 3: SUMMARY

Refer to TEXT C: LIVING IN THE REAL WORLD

Points to look for:

1. Acknowledge the real world.
2. Mistakes happen.
3. Failure is inevitable.
4. Don't listen too much to others.
5. Don't take things too seriously
7. Learn to dare.

- One mark per point. Total: 7 +
- Evaluate language and cohesion. Total: 3 = Total: (10)

- Deduct 1 mark for incorrect word count/no word count.
- Stop reading after 105 words.  [10]

QUESTION 4: ADVERTISING

TEXTS D AND E

4.1 To get ahead in life//have a successful/exciting career (1)

4.2 He is being propelled forward//he looks straight ahead/has a look of exhilaration on his face//arms are stretched backward, underlining his movement forward//body bent forward//looks comfortable in the proper gear for moving forward.

Any one relevant aspect for 1 mark √

This emphasises the idea that a qualification from the International Hotel School √ will propel him/her into an exciting career.//Help him/her to get ahead in life √ (3)

4.3 It is suggested that the individual will have to do something – in this case enrol in a course at the Hotel School. √√ (2)
4.4 He says that a future **without the qualification** is 'grey' and 'dead-end' – unsuccessful and boring\(\checkmark\), **while the qualification** will guarantee an 'exciting', 'fast-growing' career with 'endless opportunities'.\(\checkmark\) The learner may quote/lift the contrasting ideas or simply explain. An understanding of contrast is important.\(\checkmark\) (2)

4.5 It combines a final motivation with contact details\(\checkmark\), providing a sense of urgency//making it easy for the target reader to take immediate action.\(\checkmark\) (2)

4.6 4.6.1 Businesswomen \(\checkmark\) \(\frac{1}{2}\) (Mark in conjunction with QUESTION 4.6.2) Accept businessmen if proper explanation is given in QUESTION 4.6.2)\(\checkmark\) (\(\frac{1}{2}\))

4.6.2 Stiletto shoe worn by women.///Alt. Focus on studs (rugby). Men can be seen as functioning in a female dominated world.) \(\checkmark\) (2)

4.6.3 driven\(\checkmark\), determined\(\checkmark\), ambitious\(\checkmark\) \(3 \times \frac{1}{2}\) (1\(\frac{1}{2}\))

4.6.4 The studs suggest that this woman can survive/be successful in a man's world with style and sophistication./// that by investing with Sanlam, she will be lifted to another level of success///her career will be enhanced. Accept any well argued answer for two marks. (2)

4.7 Sanlam\(\checkmark\) investment\(\checkmark\) (2)

4.8 Text D: a fun, lively font, underlining the excitement. \(\checkmark\) Text E. Simple, yet powerful, suggesting sophistication/a sense of having arrived.\(\checkmark\) Accept any reasonable answer. For two marks the learner must refer to both texts. (2) [20]

**QUESTION 5: CARTOONS**

Refer to TEXTS F AND G

5.1 They stand around in circles and gossip. They are seductive – wear revealing clothes. (Award two marks for any **one** stereotype.) \(\checkmark\)\(\checkmark\) (2)

5.2 It is suggested that he knows that his son is starting to show an interest in girls \(\checkmark\) and that he will have to learn how to handle women///to survive and be a provider \(\checkmark\) (2)

5.3 5.3.1 Mark globally. \(\checkmark\)\(\checkmark\)

Most likely the women, for the caveman's appearance is unkempt, and he seems to be a domineering, violent type of man.///

The men, for the girls seem to show no interest in the caveman, and don't appear to be afraid of him. His violent nature will not endear him to them. He might not know how to approach them. (2)
5.3.2 The boy, for he is entering puberty, and his pouted mouth and finger on his chin show that he is looking at the girls with interest.  

5.4 In frame 1 William's wide eyes suggest that he is apprehensive; in frame 4 he is slumped to the ground because the monk has made him depressed/anxious and in frame 7 he is desperate to get away from the monk.  

5.5 It makes it sound like a sermon//It has a rhetorical effect// It scares the boy.  

5.6 His nose is enlarged.  

5.7 The pointed finger and furrowed eyebrows, and the exaggerated arm movements all suggest that he is an angry, self-righteous, smug, judgmental person. (two aspects of body language and one interpretation)  

5.8 William repeats the monk's line//mimics the monk - 'It is time ...' to show that he has had enough of the preaching.//The play on words: 'second opinion', which is usually used when a second opinion is required for a certain medical diagnosis. The suggestion is that he does not approve of the monk's 'diagnosis'//philosophy of life  

TOTAL: 100