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GRADE 12

English FAL/HL

SELF STUDY GUIDE BOOKLET 2

INTEGRATED LANGUAGE LEARNING

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basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Second Chance Matric Support Programme

2030 NDP

NATIONAL EDUCATION COLLABORATION TRUST

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WOZA MATRICS 2021 CATCH UP

STAY SAFE
PROTECT SOUTH AFRICA
TOGETHER WE CAN BEAT THE CORONAVIRUS

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1. Introduction

The declaration of COVID-19 as a global pandemic by the World Health Organisation led to the disruption of effective teaching and learning in many schools in South Africa. The majority of learners in various grades spent less time in class due to the phased-in approach and rotational/ alternate attendance system that was implemented by various provinces. Consequently, the majority of schools were not able to complete all the relevant content designed for specific grades in accordance with the Curriculum and Assessment Policy Statements in most subjects.

As part of mitigating against the impact of COVID-19 on the current Grade 12 class, the Department of Basic Education (DBE) worked in collaboration with subject specialists from various Provincial Education Departments (PEDs) developed this Self-Study Guide. The Study Guide covers those topics, skills and concepts that are located in Grade 12, that are critical to lay the foundation for Grade 12. The main aim is to close the pre-existing content gaps in order to strengthen the mastery of subject knowledge in Grade 12. More importantly, the Study Guide will engender the attitudes in the learners to learning independently while mastering the core cross-cutting concepts.

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2. Message to the learner

Congratulations for having reached the last year in high school.

The final year in high school is like a roller coaster ride – lots of excitement, anxiety and a good dose of disorientation. All you need to do during such times is to relax and be prepared for every examination session. One way to help you overcome your challenges is to use this study guide.

Practice tasks and activities in this document are only for integration and application of skills across the subject. They facilitate usage of ideas across the four skills in your curriculum. Literature has been used as basis for integration across these skills, but that does not mean the final examination questions will be structured in fashion they are presented in this guide.

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3. How to use this Transactional guide?

This guide **must** be used in conjunction with:

1. Self-Study Guide for Writing Essays and Transactional Texts: English Grades 10-12
2. Mind the Gap Literature Study Guides
3. Mind the Gap Language Study Guide

For detailed samples and notes of specific examination components, the above-mentioned documents will assist you. What you will find here are activities in which the integration method has been used to help you practise the four skills.
The integrated skills are clustered around literature. For example, a text based on prescribed literature is used to assess language, listening, speaking as well as writing.
There are four focus skills in English:

1. Listening and Speaking,
2. Reading and Viewing,
3. Writing and Presenting and
4. Language structures and Conventions.

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USEFUL STUDY TIPS

Have all your materials ready *before you begin studying a section – pencils, pens, highlighters, paper, glass of water, etc.*

Your brain stores information well if the information is arranged in ***colours and pictures***. Try to use these whenever you can.

Break your work up into manageable sections. This will help you to focus on key points. *Take short breaks between studying one section and going onto the next.*

Stop at the end of each completed section, and ask yourself what you have learnt. *You may want to write down summary notes or repeat the section aloud to yourself.*

Repetition is the key to remembering information you have to learn*. Keep going over the work until you can recall it with ease.*

Teach what you are learning to anyone who will listen. It is definitely worth reading your revision notes aloud.

Studying for exams is like exercise, so you must be prepared physically as well as mentally.

Getting enough sleep, eating healthy food and drinking plenty of water are all important things you need to do for your brain.

Be positive. It helps your brain to retain information.

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On the day of the examination

i.	Bring your Identity document (ID) and examination admission letter. Make sure you bring pens that work, sharp pencils, a rubber, a sharpener and a mask.
ii.	Arrive at the exam venue at least an hour before starting time to allow for all the processes to take place.
iii.	Go to the toilet before entering the exam room. You do not want to waste valuable time going to the toilet during the exam.
iv.	Wash your hands or sanitise before entering the exam room.
v.	Use the 10 minutes' reading time to read the exam instructions carefully. Remember that you must follow instructions from each section of the paper.
vi.	Break each question down to make sure you understand what is being asked. If you do not answer the question properly you will not get any marks for it. Look for the key words in the question to know how to answer it.
vii.	Manage your time carefully. Start with the question you think is the easiest. Check how many marks are allocated to each question so you give the right amount of information in your answer.
viii.	Remain calm, even if the question seems difficult at first. It will be linked with something you have covered. If you are unable to answer a question, move on and come back if time allows.
ix.	Take care to write neatly and legibly so the markers can read your answers.

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4. LONGER TRANSACTIONAL WRITING

4.1 LETTER TO THE EDITOR

4.1.1 Notes

- This letter is written to the editor of a newspaper or a magazine.
- The purpose of the letter is to reflect on or highlight current issues or problems.
- The letter could praise, criticise or inform.

4.1.2 Features

The following aspects of format should be included:

- **Sender's Address**: address of the person writing the letter.
- **Date**: The date is written below the sender's address
- **Recipient's position or name**: in this case it is 'The Editor'
- **Name of the newspaper or magazine**
- **Recipient's address:** The address of the recipient of the letter i.e. the editor
- **Salutation**: Sir/Madam

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- **Subject line**: The subject line outlines the main purpose of the letter; it must be written in one line.
- **Content**: The contents of your letter must have three main features.
  - **Introduction**: Introduce yourself and state the purpose of writing the letter
  - **Body**: Provide details of the topic
  - **Conclusion**: Suggest possible solutions. However, remember not to request the editor to solve the problem.
- **Tone and register** should be formal.
- **Suitable ending:** – Yours faithfully or Yours sincerely
- **Signature:** The person writing the letter must sign it
- **Name of the sender:** Your name and surname

Note that the writer can use a pseudonym (e.g. Concerned Citizen or Brakwater Resident) before signing the letter. The writer must, however, write their full name as well.

4.1.3 Points to Remember

- Use EITHER your street OR postal address. (Never use an address that has both.)
- Avoid using slang and colloquial language.
- Use a concise subject line. Do not merely lift the subject line from the question.
- Do not threaten the editor or expect him or her to fix the problem. Please note that the editor is doing you a favour, allowing you to share your views in his/her newspaper. It's not the editor's job to fix the problem.

For more information refer to *Self-Study Guide for Writing essays and Transactional Texts: English Grades 10-12,* Section 4.2.2, Letter to the Editor, pages 71-73

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Integrated Practice Activity 1

MY CHILDREN! MY AFRICA!

Read the following extract from the drama and answer the set questions. The number of marks allocated to the question serves as a guide to the expected length of your answer.

ISABEL: **Specially in the Main Street. Our shop is one of them. The location is quite an eyesore by comparison. Most of the houses – if you can call them that – are made of bits of old corrugated iron or anything else they could find to make four walls and a roof. There are no gardens or anything like that. You've got to drive in the first gear all the time because of the potholes and stones, and when the wind is blowing and all the dust and rubbish flying around…! I think you'd be inclined to agree with our mayor.**

Act 1, Scene 2

1 Refer to lines 1- 2 'The location is …eyesore by comparison.'

The location referred to by Isabel in these lines is…

A Camdeboo

B Brakwater

C Zolile

D Wapadsberg

(1)

2 If you were the director of this play, what would you tell Isabel to do when saying the words in this extract?

State TWO points.

(2)

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3 Give the synonym of the underlined word in the following sentence.

The location is quite an eyesore by comparison.

(1)

4 Rewrite the following sentence in the negative form.

Our shop is one of them.

(1)

5 Rewrite the following sentence in the future tense.

There are no gardens or anything like that.

(1)

5 Rewrite the following contractions out in full.

You've (1)

You'd (1)

6 You have been living in Brakwater for many years and you want to make other communities aware of the living conditions in this area.

Write a letter to the editor of your local magazine expressing your views about these conditions. Also suggest ways in which conditions in Brakwater can be improved. (30)

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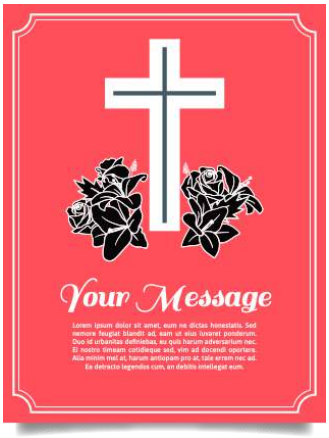
4.2 OBITUARY



4.2.1 Notes

4.2.2 Features of an obituary

The following important information is given in an obituary:

- Name and surname of the deceased, address, age, date of birth and of death, place where the person died, cause of death, duration of illness (if applicable), and the names of next of kin.
- NOTICE : Achievements/ highlights/ education/ community involvement.
- TRIBUTE : Anecdotes about the deceased. Personal memories of family and friends can be shared. The reader should obtain a clear picture of the deceased.

4.2.3 Points to Remember

- Some obituaries add a personal note in the form of a loving poem.
- Language, style, and register are formal.
- Use euphemism, e.g. 'passed away' instead of died.

For more information refer to *Self-Study Guide for Writing essays and Transactional Texts: English Grades 10-12,* Section 4.11, Obituary, pages 96-97.

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Integrated Practice Activity 2

MY CHILDREN! MY AFRICA

Read the extract from the drama below and answer the questions set on it. The number of marks allocated serves as a guide to the expected length of your answer.
Please note that the response you give must be grounded in the literature setwork examined.

[Thami has a discussion with Mr. M]

THAMI:	**No! Don't go out there. Let me speak to them first. Listen to me! I will tell them I have confronted you with the charges and that you have denied them and that I believe you. I will tell them you are innocent.**	
MR M:	**You will lie for me, Thami?**	**5**
THAMI:	**Yes.**	
MR M:	**(*Desperate to hear the truth*) Why? (Thami can't speak)**	
MR M:	**Why will you lie for me, Thami?**	
THAMI:	**I've told you before.**	**10**
MR M:	**The 'Cause'?**	
THAMI:	**Yes.**	
MR M:	**Then I do not need to hide behind your lies.**	
THAMI:	**They will kill you.**	

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MR M: **Do you think I'm frightened of them? Do you think I'm frightened of dying?** **15**

(Mr M breaks away from Thami. Ringing his bell furiously he goes outside and confronts the mob. They kill him.)

[Act 2 Scene 3]

1 Refer to line 5, 'You will lie for me, Thami?'

(a) What was Mr M talking about when he asked if Thami would lie for him? (1)

(b) Complete the following sentence as a tag question.
You will lie for me, … …? (1)

2 What is your understanding of the term, 'Cause'? (line 10) (2)

3 Refer to the play as a whole.
Discuss why the title of this play is relevant. (2)

4 What are the changes Thami refers to? (1)

5 Discuss Thami's tone of voice in lines 1- 4 and motivate your answer. (2)

6 Mr Myalatya (Mr M), a well-known and hard-working teacher, is killed by a mob in Brakwater. As an LRC member you have been asked to write an obituary for a local newspaper. You must also pay tribute to him.
Write out the obituary. (30)

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Integrated Practice Activity 3

CRY, THE BELOVED COUNTRY

Read the following extract from the novel and answer the set questions. The number of marks allocated to the question serves as a guide to the expected length of your answer.

This is a terrible loss for South Africa, said the white priest. For this Arthur Jarvis was a courageous young man, and a great fighter for justice.
And it is a terrible loss for the church too. He was one of the finest of all our young layman.

Jarvis? It is indeed a terrible thing, said Msimangu. He was the President of the African Boys' Club, here in Claremont, in Gladiolus Street. **5**
Perhaps you might have known him, said Father Vincent to Kumalo. It says that he was the only child of Mr James Jarvis, of High Place, Carisbrooke.

[Book 1 Chapter 1]

1 Rewrite the following sentence (line 3) in the present tense.
He was one of the finest of all our young layman.

(1)

2 Rewrite the following sentence in the reported speech.
'It is indeed a terrible thing,' said Msimangu.

(2)

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3 Choose the correct answer to complete the following sentence.

A synonym for 'courageous' line 2 is…

A cautious

C irresolute

B dangerous

D brave (1)

4 Arthur Jarvis can be admired. Discuss your view. (3)

5 You are a friend of the Jarvis family, and you have been asked to write Arthur Jarvis' obituary. You must write the obituary to inform members of the community about Mr Arthur Jarvis' death and also pay tribute to him.

Write out the obituary. (30)

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Integrated Practice Activity 4

THE STRANGE CASE OF DR JEKYLL AND MR HYDE

Read the following extract from the novel and answer the set questions. The number of marks allocated to the question serves as a guide to the expected length of your answer.

	The old gentleman took a step back, with the air of one very much surprised and a trifle hurt; and at that Mr Hyde broke out of all bounds and clubbed him to the earth. And next moment, with an ape-like fury, he was trampling his victim under foot, and hailing down a storm of blows, under which the bones were audibly shattered and the body jumped upon the roadway. [The Carew Murder Case]	5

1 Choose a description from COLUMN B that matches the name in COLUMN A. Write only the letter (A–E) next to the question number (1(a)–1(d)) in the ANSWER BOOK.

	COLUMN A		COLUMN B		
(a)	Poole	A	a witness to Mr Hyde's initial crime		(4)
(b)	Richard Enfield	B	an expert at analysing handwriting		
(c)	Mr Guest	C	a murder victim of Mr Hyde		
(d)	Gabriel Utterson	D	a loyal servant of Dr Jekyll		
		E	a devoted friend of Dr Jekyll		

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2 Why is the following statement FALSE?

Mr Hyde's victim was Dr Jekyll.

(1)

3 A well-liked old Member of Parliament, Sir Danvers Carew has been ruthlessly murdered. .

As a member of the community forum you have been asked to write out an obituary for publication in a national newspaper. You must also pay tribute to him.

Write out the obituary. (30)

10 Tips for Writing Obituaries

1. Ensure everything is accurate
2. Spell all names correctly
3. Be considerate when talking to family and friends
4. Make the mundane sound exceptional
5. Write so the person sounds relatable
6. Give significance to basic life experiences
7. Find value in everyone's life
8. Draw connections between the subject and the readers' lives
9. Celebrate the individual
10. Don't release obituaries prematurely

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4.3 FORMAL/ INFORMAL REPORT

4.3.1 Notes

- Reports are factual accounts or summaries written in a formal, concise manner.
- They are usually assigned or requested.

4.3.2 Content

Format

- A recipient
- A sender
- A topic

Introduction

- Briefly explain background and purpose of report

Body

- Investigation
- Procedure followed to gather information
- Findings Based on investigation

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Body

- Should be factual account of incident/accident/ situation
- Who? Why? Where? When? What? How?

Conclusion

- Briefly draw together findings and recommendations
- Sign and date report
- Formal language to be used

For more information refer to *Self-Study Guide for Writing essays and Transactional Texts: English Grades 10-12,* Section 4.7, Report (Formal and Informal), pages 90-91.

Integrated Practice Activity 5

SHORT STORY: NEXT DOOR

Read the following extract from the SHORT STORY and answer the set questions. The number of marks allocated to the question serves as a guide to the expected length of your answer.

"Have you been playing with your father's guns again, young man?"
Oh, nossir! said Paul, horrified.
"Where are your folks?" said the policeman to Paul.
"At the movies," said Paul.
"You're all alone?" said the policeman.
"Yessir," said Paul. It's an adventure."
"I'm sorry I said that about the guns," said Harger. "I certainly would have heard any shots in this house. The walls are thin as paper, and I heard nothing."
Paul looked at him gratefully.
"And you didn't hear any shots, either, kid?" said the policeman.

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1 Give the plural form of the underlined word in the following sentence.
'And you didn't hear any shots, either, kid?' said the policeman. (1)

2 Study the following sentence.

Paul looked at him gratefully.

State the parts of speech of the underlined words as used in the context of this sentence. (2)

3 Complete the following tag question. Write down only the missing words.
You're alone ……? (1)

4 Rewrite the following sentence in reported speech
'Where are your folks?,' asked the policeman to Paul. (3)

5 You are Paul Leonard, the eight-year-old boy neighbour at a house where a shooting occurred. You have been asked by the policeman to compile an informal report in which you give details of what you saw or heard. [30]
Write the report.

Integrated Practice Activity 6

MACBETH

Read the following extract from the DRAMA and answer the set questions. The number of marks allocated to the question serves as a guide to the expected length of your answer.

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MACDUFF:	**O horror, horror, horror! Tongue nor heart**	
	Cannot conceive nor name thee.	
MACBETH and LENNOX:	**What's the matter?**	
MACDUFF:	**Confusion now hath made his masterpiece.**	
	Most sacrilegious murder hath broke open	**5**
	The Lord's anointed temple, and stole thence	
	The life of the building.	
MACBETH:	**What is it you say? The life?**	
LENNOX:	**Mean you his majesty?**	
MACDUFF:	**Approach the chamber, and destroy your sight**	**10**
	With a new Gorgon. Do not bid me speak.	
	See, and then speak yourselves.	
	Exeunt Macbeth and Lennox.	
	Awake, awake!	
	Ring the alarm bell. Murder and treason!	**15**
	Banquo and Donalbain! Malcolm! Awake!	
	[Act 2, Scene 3]	

1 Study the following sentence:

Most sacrilegious murder hath broke open.

Name the part of speech of the underlined words. (2)

2 Correct a SINGLE error in the following sentence. Write only the corrected word.

Tongue nor heart cannot conceive nor name thee. (1)

3 Explain the meaning of the word 'treason' as used in line 15. (2)

4 Refer to line 6. (The Lord's anointed temple).

Who is the 'Lord's anointed temple'? (1)

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5 Refer to lines 14-16 (Awake, awake! Ring… Donalbain! Malcolm! Awake!)
State the relationship between the murdered king and the people that Macduff calls out in these lines. (2)

6 One of the themes in the drama is the reversal of values.
Discuss how this theme is revealed in this extract. (3)

7 You are Macduff, one the noblemen of Scotland. Malcolm has requested you to investigate the murder of King Duncan. Write a formal report in which you record your findings and make recommendations. (30)

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4.4 SPEECH

4.4.1 Notes

- A speech is a written account of an oral address with a specific purpose in mind.
- The aim of writing a speech is to convince your audience to buy into your idea or pay attention to your subject of discussion.
- The purpose will be determined by the topic.

4.4.2 Features

- When writing your speech, always use the 1st person (“I”) to express your opinion.
- The degree of formality in your speech depends on the audience and topic to be presented.

Take note: During the oral presentation, one may use “We” (also known as the “royal we”) to win favour with the audience. For example, the President may say, “Working together, *we* can beat the pandemic.”

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4.4.3 Content

The speech must include the following:

- an introduction that attracts attention
- well-developed points
- suitable salutation/greeting
- appropriate tone and register for the target audience

4.4.4 Points to Remember

- in an examination, you might be asked to write a speech on a particular topic.
- you could be asked to imagine yourself as someone else and give a speech to an audience.
- each of your paragraphs should have a topic sentence. This will make it clear what each section is about.
- use varied sentences to express your opinion.
- address your audience directly ("we", "you").
- you may use personal anecdotes to make your audience relate to you (tell a short story about yourself, or provide short personal details) and to breathe some life into your speech.

For more information refer to *Self-Study Guide for Writing essays and Transactional Texts: English Grades 10-12,* Section 4.8, Speech, pages 92-93.

Integrated Practice Activity 7

CHIP OF GLASS RUBY

Read the following extract from the short story and answer the set questions. The number of marks allocated to the question serves as a guide to the expected length of your answer.

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She was up until long after midnight, turning out leaflets. She did it as she might have been pounding chillies.
Bamjee did not have to ask what the leaflets were. He had read the papers. All the past week Africans had been destroying their passes and then presenting themselves for arrest. Their leaders were jailed on charges of incitement; campaign offices were raided – someone must be helping the few minor leaders who were left to keep the campaign going without offices or equipment. What was it the leaflets would say – 'Don't go to work tomorrow', 'Day of Protest', 'Burn Your Pass for Freedom'? He didn't want to see.

1 Rewrite the following sentence in the passive voice.
He had read the papers.
Begin with: The papers… (2)

2 Study the following sentence.
Their leaders were jailed on charges of <u>incitement</u>.
Give the meaning of the underlined word. (2)

3 Refer to the whole extract.
One of the themes in the short story is sacrifice.
Discuss how this theme is relevant to Mrs Bamjee. (3)

4 Refer to the whole story.
Mrs Bamjee can be admired. Discuss your view. (3)

5 You are one of the leaders of the protest groups and your responsibility is to inform people about the evils and racial inequalities of the apartheid government. You are going to address a group after the arrest of Mrs Bamjee.

(30)

Write a speech in which you motivate and inspire the group not to give up.

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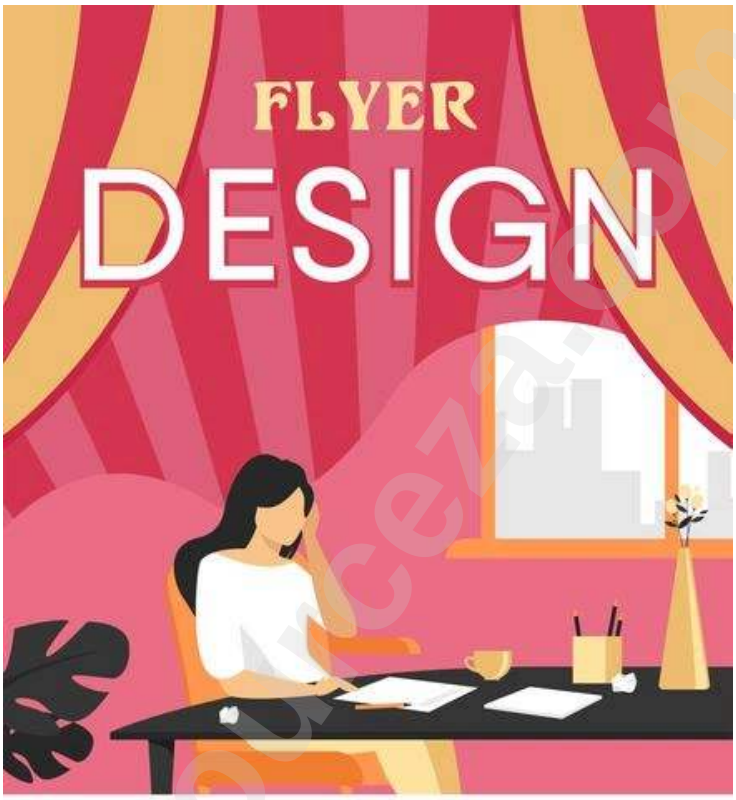
5.1 FLYER



5.1.1 Notes

- The purpose of any flyer is to persuade someone to use a service, sell an idea and also create an awareness. The flyer must be designed with the target audience in mind. A description of the product/company/service/event must be given.

5.1.2 Features

The flyer must include:

- a description of the company/service/event
- brand name and slogan (where applicable)
- if it is an event, the details of the venue and the date should be provided.
- Persuasive techniques:
  - style and tone

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- use figurative language such as similes, metaphors, puns, alliteration and assonance, hyperbole, onomatopoeia, rhetorical question, etc.
- Font types and sizes
- Manipulative and descriptive language

For more information refer to *Self-Study Guide for Writing essays and Transactional Texts: English Grades 10-12,* Section 5.1, Advertisement, Flyer & Poster, pages 102-105.

Integrated Practice Activity 8

Read the following extract from the poem and answer the set questions. The number of marks allocated to the question serves as a guide to the expected length of your answer.

Still I Rise

You may shoot me with your words,
You may cut me with your eyes,
You may kill me with your hatefulness,
But still, like air, I'll rise.

1 Refer to line 1, 'You may…with your words,'

(a) Give the antonym of the word 'shoot' as used in line 1. (1)

(b) Give the figurative meaning of this line. (2)

2 Refer to line 2, 'You may…with your eyes'

(a) Identify the figure of speech used in this line. (1)

(b) Explain the relevance of this figure of speech. (2)

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3 But still, like air, **I'll** rise.
Write the underlined word in full. (1)

4 Refer to the whole stanza (You may shoot… air, I'll rise).

(a) Identify the tone used by the speaker in this stanza. (1)

(b) Why would the speaker use this tone in this stanza? (2)

(c) How do we know that the speaker is hopeful in this stanza? (2)

5 The youth group that you belong to has decided to raise awareness on issues of human rights.
You have been asked to design a flyer which highlights human rights, especially those of the most vulnerable group. (20)

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5.2. DIARY ENTRY

5.2.1 Notes

A diary entry is a record and reflection on personal experiences/feelings/events captured on a daily or weekly basis.

5.2.2 Features

- Reflect a date for each entry
- Written in the first person
- Express feelings and emotions
- Can be formal or informal in style

For more information refer to *Self-Study Guide for Writing essays and Transactional Texts: English Grades 10-12,* Section 5.3, Diary Entry, pages 106-107.

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Integrated Practice Activity 9

POETRY: MID-TERM BREAK

Read the following extract from the poem and answer the set questions. The number of marks allocated to the question serves as a guide to the expected length of your answer.

Mid-term Break by Seamus Heaney

I sat all morning in the college sick bay
Counting bells knelling classes to a close,
At two o'clock our neighbors drove me home.

In the porch I met my father crying--
He had always taken funerals in his stride— 5
And Big Jim Evans saying it was a hard blow.

The baby cooed and laughed and rocked the pram
When I came in, and I was embarrassed
By old men standing up to shake my hand
10

And tell me they were "sorry for my trouble,"
Whispers informed strangers I was the eldest,
Away at school, as my mother held my hand

In hers and coughed out angry tearless sighs.
At ten o'clock the ambulance arrived 15
With the corpse, stanched and bandaged by the nurses.

Next morning I went up into the room. Snowdrops
And candles soothed the bedside; I saw him

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	For the first time in six weeks. Paler now, Wearing a poppy bruise on his left temple, He lay in the four foot box as in his cot. No gaudy scars, the bumper knocked him clear. A four foot box, a foot for every year.	20

1 Refer to line 7.
'The baby cooed laughed and rocked the pram' (1)

Identify the figure of speech used in these words.

2 Identify one word that has the same meaning as veranda. (1)

3 Refer to lines 15 - 22

(a) Explain the relevant use of the word 'corpse'. (2)

(b) How old was the poet's brother? (1)

(c) What does the word box refer to? (1)

4 What was the cause of death of the infant brother?
Motivate your answer by citing evidence from the passage. (2)

5 You are Seamus Heaney and you have been summoned to come back home. Write TWO diary entries expressing how you felt. One entry must reflect how you felt BEFORE arriving home and the other AFTER you reached home. (30)

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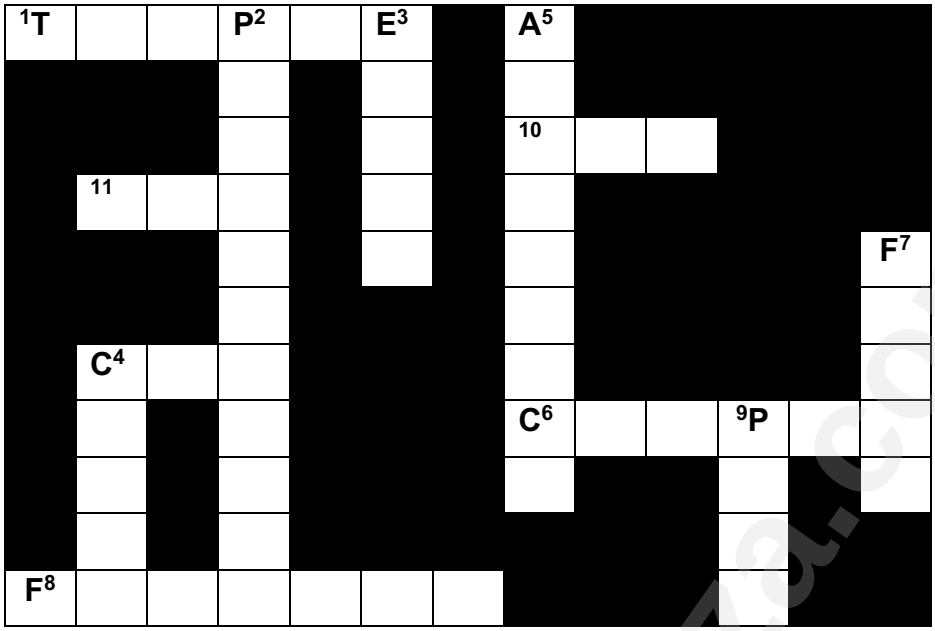
Test yourself by filling in the following cross word puzzle.



ACROSS	DOWN
1. A homonym for a place where a divinity is worshipped. 4. The boy's cry which is in fact a bird's sound. 6. The dead body of a human being. 8. Birds flapping their wings. 10 A cot	2. The main character in any story. 3. This type of poem is about death. 4 Divinity was _____ in taking the life of the boy 5. This car has sirens and fetches the sick. 7. A common cold-like disease making one to shiver. 9 Baby's transport 11 Opposite of cold

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6.3 SHORT MESSAGE

6.3.1 Notes

- A service for sending short messages or sharing information through a network using electronic gadgets such as computers and smartphones.

6.3.2 Features

- A short message (WhatsApp, Facebook Messenger, SMS) has the following features:
  - ✓ Language can be formal or informal depending on context.
  - ✓ Tense depends on context.
  - ✓ Formal language must be used for examination purposes.
  - ✓ Use of abbreviations, alphabets, numbers and the omission of vowels is allowed
    when writing an informal text.
  - ✓ The message has to be clear and concise.

For more information refer to *Self-Study Guide for Writing essays and Transactional Texts: English Grades 10-12,* Section 5.8, A Short Message, pages 115-116.

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Integrated Practice Activity 10

POETRY: CAPTIVE

Read the following extract from the poem and answer the set questions. The number of marks allocated to the question serves as a guide to the expected length of your answer.

	Captive ***Francis Carey Slater***	
	So, tethered in the toils of fever, do I lie	
	And burn and shiver while I listen to the buzzing	
	Of flies that flutter vainly	
	Against cold, hard, deceiving window-panes:	
	Like them would I escape, and escaping hasten	5
	To my home that shines in a valley afar,	
	My home – brightest tooth in the jaws of distance.	

1 Refer to line 2.
Identify and explain the figure speech. (2)

2 Refer to line 4
Use a homophone of pane in a sentence of you own. (1)

3 Refer to underlined words in line 3.

(a) Give the parts of speech. (2)

(b) Use the word, 'fly' in two sentences to show different meanings of the word. (2)

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4 Refer to lines 4 and 5. (Against cold heart … and escaping hasten)

(a) Identify the figure of speech used. (1)

(b) Indicate the effectiveness of the figure of speech identified above. (2)

5 Rewrite the following sentence (line 6) in the simple past tense.

To my home that shines in the valley afar. (1)

6 You have been sick and bed-ridden for days. It now feels like you are a bird in a cage. You have decided to write a short message to inform your family about how you feel.

Write out the short message. 20

A chip of glass ruby **Nadine Gordimer**	
The nine Bamjee and Pahad children were present at this exchange as they were always; in the small house that held them all there was no room for privacy for the discussion of matters they were too young to hear, and so they had never been too young to hear anything. Only their sister and half-sister, Girlie, was missing; she was the eldest, and married.	5

7 You are Girlie, the eldest of the Bamjees, and your mother has forgotten the grocery shopping list at home. She has asked you to send her a Short Message listing all the items in that shopping list.

Write a SMS and send it to your Mom. Do not forget to remind her about that clothing item you have asked her to buy for you.

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NB: Use SMS format. (20)

Do not include illustrations, emojis or emoticons.

Plot development

1. A duplicating machine arrives.
2. Mr Bamjee's racist attitudes are revealed.
3. Mrs Bamjee makes anti-apartheid leaflets.
4. Mrs Bamjee is arrested by special branch police.
5. Mrs Bamjee goes on hunger strike. Mr Bamjee's confusion, resentment and self-pity grow.
6. Ms Bamjee sends birthday greetings to husband: he experiences a sudden epiphany or realisation.

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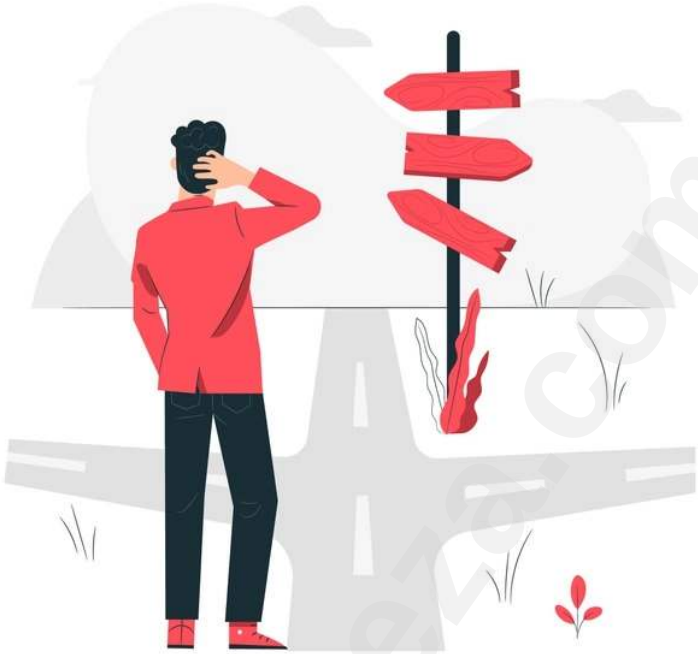
6.4 DIRECTIONS



6.4.1 Notes

Directions are instructions given to a person on how to reach a destination.

6.4.2 Features

Directions must:

- Be based on a given scenario
- Be concise and clear
- Be in chronological order (listing them will be easier)
- Refer to a specific direction
- Indicate the approximate distance. Distances must be realistic.
- Provide information about landmarks along the way
- Be written using the imperative form, for example: Walk for ten minutes

A person must walk for 100 metres instead of 100 centimetres.

For more information refer to *Self-Study Guide for Writing essays and Transactional Texts: English Grades 10-12,* Section 5.4, Directions, pages 107-109.

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Integrated Practice Activity 11

Read the following extract from drama and answer the set questions. The number of marks allocated to the question serves as a guide to the expected length of your answer.

ISABEL	It's just been there, you know, on the edge of my life, the way it is out there on the edge of town. So when Miss Brockway, our principal, called me in and told me that the black school had started a debating society and had invited us over for a debate, I didn't have any objections. [Act 1, Scene 2]	5

1 Isabel, a learner from Camdeboo Girls High School, has been invited for a debate by a township school, Zolile High in Brakwater.

Write the directions that she will need to get to Zolile High.
You must include landmarks, distances and specific directions in your response. [20]

2 Refer to lines 1 and 2.

(a) What is Isabel referring to? (1)

(b) Quote one word that has the same meaning as outskirts. (1)

3 How would you describe Miss Brockway considering how she reacted to the invitation? Motivate your answer. (2)

4 Identify two possessive pronouns. (2)

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5.5 FILLING IN A FORM

5.5.1 Notes

- A form is an official document with blank spaces where you write required information.
- It is used for various reasons, e.g. to apply for a job/ admission and to enter competitions or contests.

5.5.2 Features

- Provide information as required.
- Be concise and accurate.
- Writing should be neat and legible.

5.5.3 Content

- Only required information is filled in.
- No long sentences are expected when filling in a form.
- The information must be concise and accurate.

For more information refer to *Self-Study Guide for Writing essays and Transactional Texts: English Grades 10-12,* Section 5.7, Filling in a Form, pages 111-114.

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Integrated Practice Activity 12

MY CHILDREN! MY AFRICA!

Read the following extract from the novel and answer the set questions. The number of marks allocated to the question serves as a guide to the expected length of your answer.

(Mr M is talking to Isabel)

MR M:	It's the programme for this year's Grahamstown Schools Festival. It has given me what I was looking for… an opportunity to fight the lunacy. The Standard Bank is sponsoring a new event: an inter-school English literature quiz. Each team to consist of two members. I'll come straight to the point. I have suggested to Miss Brockway that Zolile High and Camdeboo High join forces and enter a combined team. As I have already told you, she has agreed and so has the Festival director who I spoke to on the telephone this morning. There you have it. Isabel Dyson. I anxiously await your response. Act 1, Scene 3	5

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1 What lunacy is Mr. M referring to? (1)

2 Rewrite the following sentence in the past tense.
It has given me what I was looking for. (2)

3 Rewrite the following sentence beginning with the provided words.
'It is the programme for this year's Grahamstown Schools' Festival.' (3)
Mr M said that …

4 Refer to line 8.
I <u>anxiously</u> await <u>your</u> response.
Identify the parts of speech for the underlined words. (2)

5 Standard bank is inviting schools to participate in a language festival in which learners will display their language and debating skills. Your school wants to participate and has received the application form. (20)
Fill in the form provided below.

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gsf	**GRAHAMSTOWN SCHOOLS FESTIVAL** Sponsored by Standard Bank

School Details	**Debating Society Leader**	
Name :	Initials :	Title: Prof/Dr/Mr/Mrs/Ms
Address :	Surname :	
Name of Principal :	Gender:	
Physical Address of School	Subjects taught	
Postal Address of School	Names of two participating learners	
	1. Age:	
Contact Number	2. Age:	

In a paragraph of 80-100 words (about 8-10 lines), motivate why your school must be allowed to participate.

Signature:	Date :

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ENGLISH HOME LANGUAGE

Integrated Practice Activity 13

***THE PICTURE OF DORIAN GRAY*- Oscar Wilde**

Read the following extract from the NOVEL and answer the set questions. The number of marks allocated to the question serves as a guide to the expected length of your answer.

'And now, Dorian, get up on the platform, and don't move about too much, or pay any attention to what Lord Henry says. He has a very bad influence over all his friends, with the single exception of myself.' Dorian Gray stepped up on the dais, with the air of a young Greek martyr, and made a little moue of discontent to Lord Henry, to whom he had rather taken a fancy. He was so unlike Basil. They made a delightful contrast. And he had such a beautiful voice. After a few moments he said to him, 'Have you really a very bad influence, Lord Henry? As bad as Basil says?' 'There is no such thing as a good influence, Mr Gray. All influence is immoral – immoral from the scientific point of view.' 'Why?' 'Because to influence a person is to give him one's own soul. He does not think his natural thoughts or burn with his natural passions. His virtues are not real to him. His sins, if there are such things as sins, are borrowed. He becomes an echo of someone else's music, an actor of a part that has not been written for him. The aim of life is self-development. To realise one's nature perfectly – that is what each of us is here for. … [Chapter 2]	5 10 15

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CONTEXTUAL QUESTIONS

1. Place the above extract in context. **(3)**

2. Refer to lines 1–2: 'And now, Dorian … Lord Henry says.'
   Explain how Basil's tone reflects his attitude toward Dorian. **(3)**

3. Refer to lines 18–19: 'a look had … seen there before.'
   Discuss the significance of Basil's observation in the light of later events. **(3)**

Source: NSC EHL P2 2017

EXAM TIPS: CONTEXTUAL QUESTIONS

- Never treat contextual questions as comprehension questions. They require full knowledge of the text.
- The mark allocation is there to determine the length of your response. A 3-mark question for example, will require a well-developed response and critical insight.
- You should know that questions that ask you to 'critically comment on …', require you to provide an evaluation and opinion over and above the meaning that is conveyed in the text.
- Remember that you are entitled to agree with some aspects of the question and disagree with others. A 'mixed response' is often the more appropriate response to some questions.

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LANGUAGE AND EDITING SKILLS

Read the above extract from *The Picture of Dorian Gray* and answer the set questions. The number of marks allocated to the question serves as a guide to the expected length of your answer.

4. '…Dorian, get up on the platform, and don't move about too much, or pay any attention to what Lord Henry says.' (**Basil says this to Dorian**) **(2)**

   Rewrite the above sentences in **reported speech.**

5. 'Dorian Gray stepped up on the dais, <u>with the air of a young Greek martyr…</u>'

   What **figure of speech** is the underline phrase? **(1)**

6. 'They made a <u>delightful</u> contrast.'

   What part of speech is the underlined word? **(1)**

[04]

EXAM TIPS: LANGUAGE AND EDITING SKILLS

- In past examinations, candidates have performed poorly in Question 5. Do not be one of them. At Grade 12, you are expected to know your basic grammar: punctuation, sentence structure, ambiguity, reported speech and other terminology.
- You need to practise and apply these skills so as to retain them.
- Get exposed to texts with errors and try to correct the errors. This can be done both orally and in writing.

7 **CREATIVE WRITING: Dialogue**

'Because to influence a person is to give him one's own soul. He does not think his natural thoughts or burn with his natural passions. His virtues are not real to him. His sins, if there are such

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things as sins, are borrowed. He becomes an echo of someone else's music, an actor of a part that has not been written for him. The aim of life is self-development. To realise one's nature perfectly – that is what each of us is here for.' (Lord Henry's response to Dorian Gray.

The above response got Dorian interested in Lord Henry and his philosophies.

Write a dialogue between Lord Henry and Dorian Gray. Use the above quotation as the basis of Dorian's curiosity during the dialogue. **(25)**

EXAM TIPS: THE DIALOGUE

- When writing a dialogue, focus on the appropriate use of language and punctuation.
- Avoid using slang.
- Avoid language that is too formal and stilted. The language must suit the audience and the purpose.
- Use tenses correctly.

Integrated Practice Activity 14

***LIFE OF PI* – Yann Martel**

Read the following extract from ***Life of Pi*** and answer the set question. The number of marks allocated to the question serves as a guide to the expected length of your answer.

'What exactly do you intend to feed that tiger of yours? How much longer do you think he'll last on three dead animals? Do I need to remind you that tigers are not carrion eaters? Granted, when he's on his last legs he probably won't	

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lift his nose at much. But don't you think that before he submits to eating puffy, putrefied zebra he'll try the fresh, juicy Indian boy just a short dip away?'

…

You may be astonished that in such a short period of time I could go from weeping over the muffled killing of a flying fish to gleefully bludgeoning to death a dorado. I could explain it by arguing that profiting from a pitiful flying fish's navigational mistake made me shy and sorrowful, while the excitement of actively capturing a great dorado made me sanguinary and self-assured. But in point of fact the explanation lies elsewhere.

It is simple and brutal: a person can get used to anything, even to killing. It was with a hunter's pride that I pulled the raft up to the lifeboat. I brought it along the side, keeping very low. I swung my arm and dropped the dorado into the boat. It landed with a heavy thud and provoked a gruff expression of surprise from Richard Parker. After a sniff or two, I heard the wet mashing sound of a mouth at work. I pushed myself off, not forgetting to blow the whistle hard several times, to remind Richard Parker of who had so graciously provided him with fresh food.

[Chapter 61]

Source: NSC EHL P2 2017

1. **CONTEXTUAL QUESTIONS**

   Explain how Pi's upbringing has equipped him with the necessary skills for his survival. **(3)**

2. Refer to lines 1–3:

   'What exactly do … not carrion eaters?' In your view, is Pi's survival linked to that of the tiger? Justify your response.

   (3)

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LANGUAGE AND EDITING SKILLS

Read the above extract from *Life of Pi* and answer the set questions. The number of marks allocated to the question serves as a guide to the expected length of your answer.

3. "How much longer do you think he'll last on three dead animals?"
Rewrite the underlined part of the above sentence in full. **(1)**

4. 'Do I need to remind you that tigers are not carrion eaters?'
Provide a synonym for '**carrion'** in the above sentence. **(1)**

5. It was with a hunter's pride that I pulled the raft up to the lifeboat.
Rewrite the above sentence in the future tense. **(2)**

6. 'self-assured' is an example of … **(1)**

7 CREATIVE WRITING: Formal Speech

Use the above extract from ***Life of Pi*** as the source of your response.

You are an older Pi. You are presenting a speech to a group of teenagers, sharing your experiences with Richard Parker on the lifeboat.

Write down the notes you will use in your presentation (draft)

Use those notes to assist you to write the actual speech. **(25)**

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Examination Tips

- In this task you do not have to greet the audience or to introduce yourself. Get straight to the speech. Your marks come from the content and not the greetings.
- Underlining the key words in the topic will help you to focus on the main points.
- Respond to all facets of the topic.

The following aspects must be considered:

- Target Audience
- Purpose of your speech
- Register

Integrated Practice Activity 15

***HAMLET* – William Shakespeare**

Read the following extract from the DRAMA and answer the set questions. The number of marks allocated to the question serves as a guide to the expected length of your answer.

	HAMLET: Get thee to a nunnery. Why wouldst thou be a breeder of sinners? I am myself indifferent honest, but yet I could accuse me of such things that it were better my mother had not borne me. I am very proud, revengeful, ambitious, with more offences at my beck than I have thoughts to put them in, imagination to give them shape, or time to act them in. What should such fellows as I do crawling between heaven and earth? We are arrant knaves, all. Believe none of us. Go thy ways to a nunnery. Where's your father?	5 10

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OPHELIA: At home, my lord.

HAMLET: Let the doors be shut upon him, that he may play
the fool nowhere but in's own house. Farewell.

[Act 3, Scene 1]

Source: NSC EHL P2 2017

CONTEXTUAL QUESTIONS

1. Account for Hamlet's feelings toward Ophelia at this stage of the play. **(2)**

2. Refer to lines 3–4: 'that it were better/my mother had not borne me.' **(2)**
How does this statement reflect Hamlet's state of mind?

3. Refer to line 11: 'At home, my lord.' Suggest a reason for Hamlet's annoyance at Ophelia's response. **(2)**

4. Discuss how the play demonstrates that Ophelia is subject to patriarchal (male) domination in her home. **(3)**

5. Comment on the extent to which it would be justifiable to attribute Ophelia's suicide to Hamlet. **(3)**

Source: NSC EHL P2 2017

LANGUAGE AND EDITING SKILLS

Read the above extract from *Hamlet* and answer the set questions. The number of marks allocated to the question serves as a guide to the expected length of your answer.

6. 'Get thee to a nunnery.'
Rewrite the above sentence in modern English. **(1)**

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7. 'I am very proud, revengeful, ambitious, with more offences at my beck than I have thoughts to put them in, imagination.'
   Provide a synonym for the underlined word. **(1)**

8. 'What should such fellows as I do crawling between heaven and earth? **(2)**
   Rewrite this sentence in the past tense.

9 CREATIVE WRITING: Obituary

Othello's death is one of the tragic events in the play.
Using knowledge of the play, Othello, as the source of answer, write an obituary in which you also commemorate Othello's death. **(25)**

Integrated Practice Activity 16

***OTHELLO* – William Shakespeare**

Read the following extract from ***Othello*** and answer the set questions. The number of marks allocated to the question serves as a guide to the expected length of your answer.

OTHELLO	If it were now to die,	
	'Twere now to be most happy, for I fear	
	My soul hath her content so absolute	
	That not another comfort like to this	
	Succeeds in unknown fate.	5
	…	
IAGO	That Cassio loves her, I do well believe't.	
	That she loves him, 'tis apt and of great credit.	
	The Moor, howbeit that I endure him not,	
	Is of a constant, noble, loving nature,	10
	And, I dare think, he'll prove to Desdemona	
	A most dear husband. Now, I do love her too–	
	Not out of absolute lust (though peradventure	
	I stand accountant for as great a sin)	
	But partly led to diet my revenge,	15

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For that I do suspect the lusty Moor
Hath leaped into my seat, the thought whereof
Doth like a poisonous mineral gnaw my inwards.
And nothing can or shall content my soul 20
Till I am evened with him, wife for wife,
Or failing so, yet that I put the Moor
At least into a jealousy so strong
That judgment cannot cure. Which thing to do,
If this poor trash of Venice, whom I trash 25
For his quick hunting, stand the putting on,
I'll have our Michael Cassio on the hip,
Abuse him to the Moor in the rank garb
(For I fear Cassio with my nightcap too)
Make the Moor thank me, love me and reward me
For making him egregiously an ass
And practising upon his peace and quiet 30
Even to madness. 'Tis here but yet confused.
Knavery's plain face is never seen till used.

[Act 2, Scene 1]

Source: NSC EHL P2 2017

CONTEXTUAL QUESTIONS

1. Refer to lines 1–2: 'If it were … be most happy'.
   Account for Othello's feelings at this stage of the play. **(2)**

2. Refer to lines 6–7: 'That Cassio loves … of great credit.'
   Explain how Iago intends to use the friendship between Desdemona and Cassio to his benefit. **(2)**

3. Refer to lines 11–19: 'Now, I do … wife for wife'.
   Suggest what these lines indicate about Iago's character. **(2)**

4. Refer to lines 8–11: 'The Moor, howbeit … most dear husband.'
   Explain what is ironic about Iago's words. **(3)**

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5. Refer to lines 28–31: 'Make the Moor … Even to madness.'
In the light of the above statement, discuss why Iago will be successful in manipulating Othello. **(3)**

Source: NSC EHL P2 2017

LANGUAGE AND EDITING SKILLS

Read the above extract from *Othello* and answer the set questions. The number of marks allocated to the question serves as a guide to the expected length of your answer.

6. 'If it were now to die...'
Rewrite the above sentence in modern English. **(1)**

7. 'Is of a constant, noble, loving nature'
Provide a synonym for the underlined word.
(1)

8. 'Doth like a poisonous mineral gnaw my inwards'
What figure of speech is the underlined phrase? **(2)**

9. 'Into a jealousy so strong that judgment cannot cure…'
Provide an antonym for the underlined word. **(1)**

CREATIVE WRITING: Obituary

Othello's death is one of the tragic events in the play.
Using knowledge of the play, ***Othello,*** as the source of answer, write an obituary in which you also commemorate Hamlet's death. **(25)**

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Integrated Practice Activity 17

***A HARD FROST* – Cecil Day Lewis**

Read the following extract from the poem, ***A HARD FROST*** and answer the set questions. The number of marks allocated to the question serves as a guide to the expected length of your answer.

1. A frost came in the night and stole my world
2. And left this changeling for it – a precocious
3. Image of spring, too brilliant to be true:
4. White lilac on the windowpane, each grass-blade
5. Furred like a catkin, may drift loading the hedge.
6. The elms behind the house are elms no longer
7. But blossoms in crystal, stems of the mist
8. That hangs yet in the valley below, amorphous
9. As the blind tissue whence creation formed.

10. The sun looks out, and the fields blaze with diamonds.
11. Mockery spring, to lend this bridal gear
12. For a few hours to a raw country maid,
13. Then leave her all disconsolate with old fairings
14. Of aconite and snowdrop! No, not here
15. Amid this flounce and filigree of death
16. Is the real transformation scene in progress?
17. But deep below where frost
18. Worrying the stiff clods unclenches them
19. Grip on the seed and lets our future breathe.

CONTEXTUAL QUESTIONS

1. Refer to line 1: 'A frost came in the night and stole my world'.
   What impression of the frost is created in this line? **(2)**

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2. Refer to line 3: 'Image of spring, too brilliant to be true'.
How do these words contribute to your understanding of the speaker's feelings? **(2)**

3. Refer to lines 11–14: 'Mockery spring …'/'aconite and snowdrop!'
Discuss how the imagery in these lines conveys the speaker's tone. **(3)**

4. Refer to lines 17–19: 'But deep below …'/'our future breathe.'
Comment on how these lines capture the central idea of the poem. **(3)**

Adapted from EC- Feb/March 2018

LANGUAGE AND EDITING SKILLS

Read the above extract from *A Hard Frost* and answer the set questions. The number of marks allocated to the question serves as a guide to the expected length of your answer.

5. 'A frost came in the night and stole my world'
Identify the figure of speech presented in this line. **(1)**

6. 'grass-blade' is an example of… **(2)**

7. 'Then leave her all <u>disconsolate</u> with old fairings' **(1)**
Provide a **synonym** for the underlined word.

8. 'No, not here/ Amid this flounce and filigree of death…'
Rewrite the above sentence in the **affirmative**. **(1)**

[05]

9. **CREATIVE WRITING: 'As seasons change, so do our lives.'**
Using your knowledge of the ***A Hard Frost,*** as the source of your answer, write an essay on the given topic. **[25]**

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Integrated Practice Activity 18

***An African Thunderstorm* by David Rubadiri**

Read the following extract from the poem, ***An African Thunderstorm*** and answer the set questions. The number of marks allocated to the question serves as a guide to the expected length of your answer.

1. From the west
2. Clouds come hurrying with the wind
3. Turning
4. Sharply
5. Here and there
6. Like a plague of locusts
7. Whirling
8. Tossing up things on its tail
9. Like a madman chasing nothing.

10. Pregnant clouds
11. Ride stately on its back
12. Gathering to perch on hills
13. Like dark sinister wings;
14. The Wind whistles by
15. And trees bend to let it pass.

16. In the village
17. Screams of delighted children
18. Toss and turn
19. In the din of whirling wind,
20. Women –
21. Babies clinging on their backs –
22. Dart about
23. In and out

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24. Madly
25. The Wind whistles by
26. Whilst trees bend to let it pass.

27. Clothes wave like tattered flags
28. Flying off
29. To expose dangling breasts
30. As jaggered blinding flashes
31. Rumble, tremble, and crack
32. Amidst the smell of fired smoke
33. and the pelting march of the storm.

CONTEXTUAL QUESTIONS

1. Refer to line 9: 'Like a madman chasing nothing.'
   What impression of the wind is conveyed by this description? **(2)**
2. Suggest how the word, 'sinister' (line 13) contributes to the mood of the poem **(2)**
3. Refer to lines 20–24: 'Women – / Babies clinging … In and out / Madly'. **(3)**
   Discuss how these lines convey the attitude of the women towards the storm.
4. Refer to lines 30–33: 'As jaggered blinding … / of the storm.'
   Comment on whether these lines are an appropriate conclusion to the poem. **(3)** **[10]**

LANGUAGE AND EDITING SKILLS

Read the above extract from *An African Thunderstorm* and answer the set questions. The number of marks allocated to the question serves as a guide to the expected length of your answer.

5. 'From the west/Clouds come hurrying with the wind...' **(1)**

   Rewrite these lines in the past tense.

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6. ‘Pregnant clouds/Ride stately on its’ back…’ **(1)**

Correct the single error in these lines.

7. ‘Like dark sinister wings;/The Wind whistles by…

Name the two figures of speech used in these two lines. **(2)**

8. ‘<u>Madly</u>/The Wind whistles by…’ **(1)**

Identify the underlined part of speech.

5.6 CREATIVE WRITING

The above picture may evoke a reaction or feelings in you or stir your imagination.

Using your knowledge of ***An African Thunderstorm***, write an essay as a response to this picture.

Give your essay a title.

N.B: There must be a clear link between your essay and the picture.

(25)

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TYPICAL EXAMINATION QUESTION

An information page of EFAL Literature Question Paper (Paper 2) looks as follows:

It has a table of contents which indicates setworks and how questions are chosen

An example of examination questions and marking guidelines is provided.

TABLE OF CONTENTS

SECTION A: NOVEL

Answer ANY ONE question on the novel you have studied.

	QUESTION	QUESTION	MARKS	PAGE
1.	*Cry, The Beloved Country*		35	
	OR			
2.	*Strange Case of Dr Jekyll and Mr Hyde*		35	
SECTION B: DRAMA **Answer ONE question on the drama you have studied.**				
3	*Macbeth*		35	
4	*My Children My Africa*		35	
SECTION C: SHORT STORIES **Answer questions set on BOTH short stories.**				
5	*Any Prescribed Short Story*		17	
	AND			
6	*Any Prescribed Short Story*		18	

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SECTION D: POETRY

Answer the questions set on BOTH poems.

7	*Any Prescribed Poem*		17	
		AND		
8	*Any Prescribed Poem*		18	

AN EXAMPLE OF AN EXAMINATION QUESTION AND MARKING GUIDELINES

QUESTION 4: *MY CHILDREN MY AFRICA*

Read the following extracts from the drama below and answer the questions set on each. The number of marks allocated to each question serves as a guide to the expected length of your answer.

NOTE: Answer the questions set on BOTH extracts, i.e. QUESTION 4.1 and QUESTION 4.2

4.1 EXTRACT G

[Mr M chats with Isabel]

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ISABEL: … You see, I thought I knew what to expect, but after a few minutes in Number One Classroom I realised I was wrong by a mile.

MR. M: What had you expected, Isabel?

ISABEL: You know, that everybody would be nice and polite and very, very grateful.

MR.M: And we weren't?

ISABEL: You were, but not them. Thami and his friends. *(She laughs at the memory.)* Ja, to be honest Mr. M, that family of yours was a bit scary at first. But not anymore! I feel I've made friends with Thami and the others, so now it's different.

MR.M: Simple as that.

ISABEL: Simple as that.

MR. M: Knowledge has banished fear! Bravo. Bravo. And yet again Bravo! If you knew what it meant to me to hear you speak like that. I wasn't wrong. From the moment I first shook hands with you I knew you were a kindred spirit.

ISABEL: Tell me more about the competition.

MR. M: First prize is five thousand rand which the bank has stipulated must be spent on books for the school library. We will obviously divide it equally between Camdeboo and Zolile when you and Thami win.

ISABEL: Yes, what about my team-mate? What does he say? Have you asked him yet?

MR.M: No, I haven't asked him Isabel, and I won't. I will tell him, and then I do trust he will express as much enthusiasm for the idea as you have. I am an old-fashioned traditionalist in most things young lady, and my class is no exception. I teach, Thami learns.

[Act 1 Scene 3]

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4.1.1 Complete the following sentences by using the words in the list below. Write only the word next to the question numbers (4.1.2 (a) to 4.1.2 (d) in the ANSWER BOOK.

Mr M and Isabel engage in a (a) … conversation at (b) … wherein Mr M informs Isabel of the up-coming (c) … sponsored English quiz. He ponders on a (d) … team of Isabel and Thami that could conquer the world.

WORDS TO CHOOSE FROM:

Zolile HS; Thami; Camdeboo HS; tense;
Standard Bank; friendly; formidable; literature

(4)

4.1.2 Refer to lines 5-6. (You know … very grateful).
Why does Isabel think Thami and his friends were not like Mr M? (2)

4.1.3 Refer to line 14 (Knowledge has banished fear).

How does this statement apply to Isabel in relation to Thami and his friends? (2)

4.1.4 Refer to line 2-3 ('I realised I was wrong by a mile.')
(a) Identify the figure of speech used here. (1)

(b) Explain the appropriateness of this figure of speech. (2)

4.1.5 Refer to line 5-6 ('You know that everybody … very grateful)

(a) Which occasion is Isabel referring to? (1)

(b) Why would Isabel expect them to be grateful to her? (2)

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4.1.6 Quote a word from the passage which shows that Mr. M was not a reformist / liberal. (1)

4.1.7 Explain why the following statement is FALSE?

Mr. M treats both Thami and Isabel equally in this extract. (1)

4.1.8 Refer to line 25 (No, I haven't … will tell him).
Do you think Mr M's approach is correct? Support your answer. (2)

[18]

AND

4.2 EXTRACT H

[Isabel invites Thami to meet her family]

ISABEL: *(sensitive to a change of mood in Thami)* I think you'll like my folks. My Mom's a bit on the reserved side but that's just because she's basically very shy. But you and my Dad should get on well. Start talking sport with him and he won't let you go. He played cricket for E.P., you know. *(Pause)* You will come, won't you? **5**

THAMI: *(Edge to his voice)* Didn't you hear Mr. M? "A delight and privilege! We accept most gratefully" *{Writing in note book}* Charles Dickens …. Thomas Hardy……Jane Austen…...

ISABEL: Was he speaking for you as well?

THAMI: He speaks for me on nothing! **10**

ISABEL: Relax. I know that. That is why I tried to ask you separately and why I'll ask you again. Would you like to come to tea next Sunday to meet my family? It's not a polite invitation. They really want to meet you.

THAMI: Me? Why? Are they starting to get nervous? **15**

ISABEL: Oh, come off it, Thami. Don't be like that. They're always nervous

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when it comes to me. But this time it happens to be genuine interest. I've told you. I talk about you at home. They know I have a good time with you…. that we're a team…. which they are now very proud of incidentally…. and that we are **cramming** like **lunatics** so that we can put up a good show at the festival. Is it so strange that they want to meet you after all that? Honestly, sometimes dealing with the two of you is like walking on a tight rope. **20**

[*Act 1 Scene 5*]

4.2.1 What advice does Isabel give Thami to help him get along with her Dad when Thami ultimately pays them a visit? (2)

4.2.2 Refer to line 16 (Are they starting to get nervous?)
Why would Isabel's parents get nervous? (2)

4.2.3 Refer to line 11 ('He speaks for me on nothing!')
(a) Identify Thami's tone in this line? (1)

(b) Explain why Thami uses this tone. (2)

4.2.4 'It's not a polite invitation'. What does Isabel mean in this statement? (1)

4.2.5 Refer to line 16 (Me? Why? … to get nervous?) If you were the director of the play, what would you ask Thami to do when saying these words? Give TWO points. (2)

4.2.6 Refer to line 23 (Honestly … on a tight rope).
Explain the appropriateness of this simile / metaphor in this statement. (2)

4.2.7 In pairing Isabel with Thami, what point is Mr M trying to prove? (2)

4.2.8 Do you admire Isabel? Discuss your opinion. (3)

[17]

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MARKING GUIDELINES

Question 4: My Children My Africa

QUESTION 4.1

4.1.1 a. friendly
b. Camdeboo HS (4)
c. Standard Bank
d. formidable

4.1.2 Thami and his friends kept interrupting Isabel / talked when she was on the stage ✓and Mr M had to intervene as the chairperson to protect Isabel. ✓ (2)

4.1.3 Isabel was initially afraid of the people at Zolile High School ✓but getting to know them (knowledge) closely made her to be less afraid of them. ✓ (2)

4.1.4 (a) Hyperbole / exaggeration ✓ (1)

(b) Isabel confesses that her experience at Zolile High School was far more different from what she had expected ✓✓/ She under estimated the ability of the learners there ✓and thought they would only be grateful to her visiting their school than putting up a strong fight in the debate. ✓ (2)

4.1.5 (a) Isabel's first visit to Zolile High School / debate at Zolile High ✓ (1)

(b) Being a young white girl who took a bold and risky step to visit a (black) township school, ✓she expected people there to be more friendly (accommodative), polite and appreciative of her efforts. ✓ (2)

4.1.6 Traditionalist (1)

4.1.7 Mr. M asks Isabel for her opinion and permission before he decides on something that involves her ✓/ but in Thami's case he is like a dictator. ✓ (1)

4.1.8 Open- ended. Accept a suitable response that should include the following points, **among others**:

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No,

- Thami is an individual who has his own likes and dislikes. He must Be given freedom to make his own decisions. ✓✓

OR

Yes,

- Mr. M is like a father figure and he knows what is best for Thami. He wants him to be a great leader through his guidance. ✓✓ (2) [18]

QUESTION 4.2

4.2.1 He advises him to talk about sports ✓as her father is a cricketer, in that way they would enjoy each other's company. ✓ (2)

4.2.2 Their daughter is acting out of their normal life style as whites ✓by having a friendship with a black township school teacher and his student. ✓/ They would surely be worried as to whether that friendship ✓may not compromise the safety of their daughter. ✓ (2)

4.2.3 (a) Defiance / disapproval / stubborn ✓ (1)

(b) He doesn't take kindly to Mr. M's interference in his life ✓by taking decisions for him without being consulted. ✓ (2)

4.2.4 She means that they (her parents) are not expecting a NO answer / it's a command not a request. ✓ (1)

4.2.5 (a) To touch his chest with one or both of his hands. ✓

(b) To open his eyes wildly and stare at Isabel. ✓ (1)

(c) To pitch his voice high. ✓

(Any TWO of the above)

4.2.6 Isabel is faced with a difficult situation; she loves both his father and Thami, who are totally different (race/societal class) but she works on making them know each other better/ she is cautious not to hurt their feelings in the process just as one would walk on a tight rope ✓✓ (2)

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4.2.7

- He is trying to break the racial divide that exist as a result of government Policy (apartheid) ✓which keeps people completely segregated by race. ✓ (2)
- He is trying to prove that black and white learners can work together effectively✓ towards a common goal. ✓
- He had earlier on said it was a waist of talent to have blacks and whites working separately, ✓ he is now bringing them together to bring the different talents to full use. ✓

  (any ONE of the above points, accept a combination)

4.2.8 Open- ended. Accept a suitable response that should include the following points, **among others**:

Yes,

- She demonstrates absolute bravery by taking such a risk on visiting a black township school and befriending blacks.
- She breaks the racial divide by accepting an invitation to take part in a school's debate in a black township.
- She is an example of a modern South Africa wherein people of different races can work in harmony. ✓✓✓

No,

- She has put her life at risk by visiting a black township and that could have dire consequences.
- She could have been more cautious by asking about safety measures given the prevailing conditions of apartheid and violence at the time. ✓✓✓ (3)

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Possible Answers (FAL)

Answers for Activity 1

1 B / Brakwater ✓ (1)

2 Isabel should shake her head. ✓
She should open/ throw her hands around. ✓
She should shrug her shoulders. ✓
NOTE: Any TWO of the above answers will be accepted. (2)

3 unsightly/mess/untidiness ✓
(1)

4 Our shop is not one of them. ✓ (1)

5 There will be no gardens or anything like that. ✓ (1)

6 You have (1)
You would (1)

7 A letter to the editor of a magazine about the living conditions in Brakwater.

- Allow for acceptable variations in the format e.g. addresses.
- The letter should be addressed to the editor of a magazine.
- The letter should have an introduction, a body and a conclusion.
- The tone and register of the letter must be formal.
- The following aspects of format must be included:
  - Address of sender
  - Date
  - Recipient: The Magazine Editor/ The Editor
  - Name of the Magazine

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- Address of recipient
- Greeting/Salutation
- Subject line
- Suitable ending
- Signature
- Name of sender

- The letter must express community concerns.
- The candidate must give details of the conditions prevailing in Brakwater.

NOTE: A marking rubric of 30 marks which will show you how markers allocate marks is attached on page 95. (30)

Answers for Activity 2

1 (a) Thami was prepared to lie to his Comrades to save Mr M's life.✓ (1)

(b) won't you ✓ (1)

2 The common goal ✓that the Comrades were working towards achieving (freedom from white domination). ✓ (2)

3 Play is:
- A lament
-Shows emotions about the wasted future of the children in the - whole of Africa.
-He feels the world is wasting its children through wars and hunger.
-He feels helpless and frustrated about the children leaving school and joining boycotts. ✓✓ (2)

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4 The charges brought in against Mr M by the mob is that of treason because he (Mr M) gave names to the police to help settle the unrest.

5 Thami's tone of voice is one of urgency and desperation, because he tries to convince Mr M to join the cause because he cares for Mr M.

6 The obituary of Mr M.

- The tone must be formal.
- The following aspects of format should be included:
  - Full name of the deceased
  - Date of birth
  - Date of death
- The following information may also be included:
  - Birthplace
  - Where the person was living at the time of death
  - What Mr M believed in or has fought for or has achieved
  - Key survivors (parents, siblings) and their names
  - Date and time of funeral
  - Biographical information
- A tribute must be paid to the deceased.

NOTE: A marking rubric of 30 marks which will show you how markers allocate marks is attached on page 96 (30)

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Answers for Activity 3

1 He is one of the finest of all our young layman.✓ (1)

2 Msimangu said that it <u>was</u> indeed a terrible thing.
A mark for the underlined change and a mark for correct punctuation. (2)

3 D/ Brave ✓ (1)

4 Open ended.
Yes
Arthur Jarvis is good hearted. He started the African Boy's Club. He is one of the few whites who cared deeply about black people. He believes in justice for all and demands equality for all races.

OR

No
Arthur disrespects his family's beliefs of being racist by helping Blacks. He risks his life and ends up being killed by Black criminals. His actions as a liberal activist do not take away the fact that he is privileged. ✓✓✓ (3)

5 An obituary of Arthur Jarvis.

- The tone must be formal.
- The following aspects of format should be included:
  - Full name of the deceased
  - Date of birth
  - Date of death
- The following information may also be included:
  - Birthplace
  - Where the person was living at the time of death
  - Key survivors (parents, siblings) and their names
  - Date and time of funeral
  - Biographical information
- A tribute must be paid to the deceased. (30)

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NOTE: A marking rubric of 30 marks which will show you how markers allocate marks is attached on page 84.

Answers for Activity 4

1 A D/a loyal servant of Dr Jekyll ✓
B A/a witness to Mr Hyde's crime ✓
C B/an expert at analysing handwriting ✓
D E/a devoted friend of Dr Jekyll ✓ (4)

2 Mr Hyde's victim was Sir Danvers Carew. ✓ (1)

3 An obituary of Sir Danvers Carew.

- The tone must be formal.
- The following aspects of format should be included:
  - Full name of the deceased
  - Date of birth
  - Date of death
- The following information may also be included:
  - Birthplace
  - Where the person was living at the time of death
  - Key survivors (parents, siblings) and their names
  - Date and time of funeral
  - Biographical information
- A tribute must be paid to the deceased.

NOTE: A marking rubric of 30 marks which will show you how markers allocate marks is attached on page 96.

(30)

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Answers for Activity 5

1 policemen ✓ (1)

2 Paul - (proper) noun ✓
gratefully – adverb ✓
(2)

3 aren't you/ are you not ✓ (1)

4 The policeman asked Paul where his folks were.
NOTE: A mark for each underlined change and a mark for correct punctuation.
(3)

5 A report on shooting incident.

• The report must include:

- A topic
- A recipient
- A sender

  - Informal format but formal language to be used.
  - No slang or colloquial language.
  - The report must be objective.
  - It must state the correct facts about the situation that was witnessed without giving personal opinions. (30)

NOTE: A marking rubric of 30 marks which will show you how markers allocate marks is attached on page 95.

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Answers for Activity 6

1 sacrilegious – adjective ✓
broke - verb ✓ (2)

2 conceive ✓ (1)

3 Treason is the crime of betraying one's country (Scotland) by killing or overthrowing the monarch in this case it is regicide because the king is killed. ✓✓ (2)

4 The King of Scotland/King Duncan ✓ (1)

5 Banquo is a general in Duncan's Army ✓ and Donalbain and Malcolm are Duncan's sons/ Scotland Princes. ✓ (2)

6 King Duncan, whom is said to be anointed by the Lord, has been murdered. It is unnatural that the highest being second to God/ God's representative on earth is killed which then signals chaos and injustice in Scotland. The murder of a king contributes to reversing the natural order and values. ✓✓✓ (3)

7 A report on the investigation.

• The report must include:

- A topic
- A recipient
- A sender

  - Formal format and formal language to be used.
  - No slang or colloquial language.
  - The report must be objective.
  - It must state the correct facts about the situation and include recommendations.

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NOTE: A marking rubric of 30 marks which will show you how markers allocate marks is attached on page 95. (30)

Below is a sample of a written report.

TO: Malcolm

FROM: Macduff

TOPIC: Investigation into the murder of King Duncan

INTRODUCTION: As requested by the prince/rightful heir (King Duncan's son), this report investigates the murder of the king which took place in Macbeth's castle- Inverness.

INVESTIGATION:

- Macduff was ordered the previous day by the king to fetch him early the next day.
- King Duncan had been a guest for a banquet at Inverness which is a highly secured place with guards.
- The servants including the Porter and night guards had their party afterwards.
- The Porter who is also a gatekeeper-an important person in the castle's security system opened the gate for Macduff.

FINDINGS:

- The body of the slain King Duncan is discovered by Macduff.
- He is shocked, horrified and raises an alarm calling others (Macbeth, Lennox, Banquo, Donalbain and Malcolm).
- Macbeth has killed the bedroom guards whom he suspected of the murder as they have bloody hands, faces and daggers.
- Everyone is called to the hall by Macbeth.

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CONCLUSION: Malcolm and Donalbain feared for their lives and decided to flee to England and Ireland for their safety because they are next in the bloodline. They become suspects of the crime. Macbeth is chosen as the new king. Banquo and Macduff suspect Macbeth.
RECOMMENDATIONS: Malcolm and Donalbain should stay away from Scotland for their own safety.

Macduff (Nobleman)
22 April 2021

Answers for Activity 7

1 The papers had been ✓read by him. ✓ (2)

2 Incitement means the action of provoking unlawful behaviour✓ or urging someone to behave unlawfully. ✓ (2)

3 Mrs Bamjee does not like the fact that Blacks are discriminated against by Whites. She is an Indian who is not affected by the Pass Law but takes risks in order to help Blacks. She puts herself in the danger of being arrested by printing the anti-Apartheid material/leaflets on the duplicator. ✓✓✓ (3)

4 Open-ended question.
Yes.
Mrs Bamjee is good-hearted. She fights for the rights of humankind especially Blacks even though she is an Indian. She sacrifices everything to assist Blacks in fighting for equality. She goes against her husband, Mr Bamjee, who is apolitical.

OR

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No.

Mrs Bamjee is not an exemplary wife as expected in her culture. She defies her husband. She is selfish when she goes against the Apartheid Law because she ends up in jail leaving her family worried. (3)

5
- The speech should be written using a suitable salutation/greeting.
- The tone and register should be appropriate for the audience.
- The speech must include the following:
  - an introduction that captures the listener's attention
  - well-developed points
  - a suitable conclusion.

NOTE: A marking rubric which indicates how your speech will be marked is attached at the on page 95. (30)

Answers for Activity 8

1 (a) soothe/calm ✓ (1)

(b) The speaker regards the pain caused by her oppressor's hateful language✓ similar to the violence of shooting with a gun. ✓ (2)

2 (a) Metaphor ✓ (1)

(b) The speaker refers the oppressor's cruel looks as so painful ✓as the cutting with a knife which shows violence. ✓ (2)

3 I will ✓ (1)

4 (a) Confrontational/defiance. ✓ (1)

(b) The speaker is angry; she lets oppressors know that no matter what they do to oppress her, ✓ they will not succeed.

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✓/ She will not allow them✓ to bring her down or defeat her✓. (2)

(c) The last line conveys a message of hope and determination ✓when the speaker says 'But still… I'll rise'.✓

(2)

5 The flyer should:

- Have a catchy headline to attract the attention of the reader.
- Create interest in and desire to take action.
- Have the following details: action planned, people involved and area of interest.

The target audience should be clear.

The language may be formal or informal but not slang or colloquial.

NOTE: No marks will be awarded for illustrations. (20)

Answers for Activity 9

1 metaphor ✓ (1)

2 porch ✓ (1)

3 (a) Dead body of a human being. This refers to the lifeless body✓ of the infant brother. ✓

(2)

(b) 4 years old. ✓ (1)

(c) The word box refers to the coffin in which the infant is laid. ✓ (1)

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4 He had been hit by car. ✓ Bumper is a car part that is likely to hit and injure people. The boy had bruises on the left temple. ✓ (2)

5
- There MUST be TWO diary entries with two different dates/ times.
- The entries should express your feelings before and after you arrive at home.
- The diary entries should be written in the first person.
- The language should be simple and informal.
- The tone must reflect suitable emotions.

(30)

Answer to TEST yourself word puzzle.

[1]T	**E**	**M**	**P[2]**	**L**	**E[3]**		**A[5]**					
			R		**L**		**M**					
			O		**E**		**B[10]**	**E**	**D**			
	[11]H	**O**	**T**		**G**		**U**					
			A		**Y**		**L**					**F[7]**
			G				**A**					**E**
	C[4]	**O**	**O**				**N**					**V**
	R		**N**				**C[6]**	**O**	**R**	**P[9]**	**S**	**E**
	U		**I**				**E**			**R**		**R**
	E		**S**							**A**		
F[8]	**L**	**U**	**T**	**T**	**E**	**R**				**M**		

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Answers for Activity 10

1 Onomatopoeia. ✓The word buzzing refers to the sound made by the flies.✓ (2)

2 I cannot bear the pain of failing grade 12 again. ✓ (1)

3 (b) Flies: Noun ✓
Vainly: adverb ✓ (2)

(c) The geese always fly north. ✓
This fly is a nuisance. ✓ (2)

4 (b) simile ✓ (1)

(c) He compares himself to the flies that are free. Unfortunately he does not have that freedom to escape from the room. He only longs for it. (1)

5 To my home that shone in the valley afar. (1)

6
- The text should be in line with given context and scenario.
- Ensure the tense used is in line with the context.
- The tone must be informal but formal language must be used.
- Do not use slang or colloquial language.
- Do not use abbreviation, alphabets, numbers, special characters and omission of vowels.
- The message must be clear and concise.

NOTE: A marking rubric which indicates how your diary entries will be marked is attached on page 97. [20]

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Answers for Activity 11

1
- The starting point and destination must be specified.
- The directions may be in point or paragraph form
- Concise and clear sentences must be used.
- The following should be included, among others:
- Landmarks
- Estimated distances
- Specific directions

NOTE: A marking rubric which indicates how your diary entries will be marked is attached on page 97.

[20]

2 Refer to lines 1 and 2.

(a) Brakwater ✓ (1)

(b) edge ✓ (1)

3 Miss Brockway is a white liberal who seems to have accepted Mr M as her equal. ✓She takes Mr M's suggestions to heart and is willing to explore.✓ (2)

4 My ✓
Our ✓ (2)

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Answers for Activity 12

1 By lunacy Mr M refers to all the chaos South Africa is in. This refers to blacks and whites not working together and competing when they should be working together.✓ (1)

2 It had ✓given me what I had been looking for.✓ (2)

3 Mr M said that it was the programme for that year's Grahamstown Schools' Festival.
A mark for each underlined change and a mark for punctuation. (3)

4 Anxiously – adverb ✓
Your – adjective ✓ (2)

5
- Only required information is filled in.
- No long sentences are expected when filling in a form.
- The information must be concise and accurate.
- When the form gives a choice e.g. Title, underline or circle the one applicable if no direction is given as to how to choose an answer. (20)

POSSIBLE RESPONSES: EHL

Answers for Activity 13

***THE PICTURE OF DORIAN GRAY*- Oscar Wilde**

1. **POSSIBLE RESPONSES: CONTEXTUAL QUESTIONS**
Basil and his friend Lord Henry are in Basil's studio.✓ They are discussing Dorian who is the subject of Basil's portrait. Dorian arrives to continue posing for the portrait. ✓ Although Basil is reluctant for the two men to meet, Dorian is introduced to Lord Henry and they appear to be intrigued by each other. ✓ **(3)**

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2. Basil's tone is familiar, condescending/patronising and instructional. ✓ He is comfortable enough with Dorian to instruct him on how to conduct himself. ✓ Basil sees himself as Dorian's mentor, advising him on how to navigate his way in the world. ✓ **(3)**

3. Basil becomes aware of the possibility of Lord Henry's becoming a strong influence on Dorian. ✓ He is concerned that as an impressionable young man, Dorian will find it hard to resist the controversial yet appealing philosophies Lord Henry espouses. ✓ His concern proves to be well-founded, as Dorian emulates the lifestyle encouraged by these philosophies and commits himself to a life of degradation. ✓ **(2)**

[08]

POSSIBLE RESPONSES: LANGUAGE AND EDITING SKILLS

1. Basil instructed ✓Dorian to get up on the platform, not to move about too much or pay attention to what Lord Henry was saying. ✓ **(2)**
2. A metaphor✓ **(1)**
3. An adjective✓ **(1)**

[03]

CREATIVE WRITING: Dialogue

Marking guidelines

- Extensive knowledge of features of a dialogue are required.
- Writing maintains focus - Coherence in content: Your response has to be grounded on the literature set work.
- The text will be assessed according to the following criteria as set out in the rubric attached at the back-end of this study guide.

  - Content, planning and format (15 marks)

  - Language, style and editing (10 marks) **[25]**

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Answers for Activity 14

1. **POSSIBLE RESPONSES: CONTEXTUAL QUESTIONS**

   Pi's upbringing in a zoo and his father's lessons have taught him much about the habits of animals. ✓He has developed a healthy respect for the nature of animals. ✓ This knowledge enables him to survive on the lifeboat with Richard Parker. Pi's being taught to swim/his religious beliefs contribute to his ability to survive. ✓His love of story-telling and his keeping of a diary keeps his mind occupied and alert. ✓ **(3)**

   [**Any 3** points from the above]

2. **YES**. Richard Parker's presence distracts Pi from dwelling on the loss of his family and the hopelessness of his situation. ✓ His preoccupation with taming the tiger keeps him busy. Without Richard Parker, he would have no sense of purpose and he would fall into a state of despair. ✓ The companionship that the tiger provides helps him stave off loneliness. By emulating the predatory nature of the tiger, Pi is able to survive his ordeal. Richard Parker also saves Pi from the Frenchman. In the second story, Pi's creation of Richard Parker as an alter ego allows him to survive his ordeal✓.

   OR

   NO. You might argue that Pi's survival can be attributed to his strong will to survive and his belief in God, and go on to cite examples to substantiate your answer. **(3)**

[06]

POSSIBLE RESPONSES: LANGUAGE AND EDITING SKILLS

1. He will... ✓ **(1)**
2. Flesh/meat✓ **(1)**
3. It will be with a hunter's pride that I will pull the raft up to the lifeboat. **(1)**
4. Hyphenated compound adjective **(1)**

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TRANSACTIONAL TEXT: Formal Speech

Marking guidelines

- Extensive knowledge of features of a written formal speech
- Writing maintains focus - Coherence in content: Your response has to be grounded on the literature set work.
- A marking rubric which indicates how your speech will be marked is attached on page 105.

  - Content, planning and format (15 marks)
  - Language, style and editing (10 marks) The self-talk

Some points you could use:

- The fear
- Rescue
- The tiger
- Food
- Religion
- From a Vegetarian to eating meat. **[25]**

Answers for Activity 15

***HAMLET* – William Shakespeare**

1. **POSSIBLE RESPONSES: CONTEXTUAL QUESTIONS**

   Hamlet is angry with Ophelia as he thinks that she has plotted with Polonius and Claudius against him. ✓He feels a sense of betrayal at her actions. ✓ Gertrude's hasty re-marriage influences him to perceive all women as faithless. He responds in a vicious, insulting manner, wanting to hurt her as she has hurt him. He suspects her of being dishonest and deceitful. **(2)**

2. Hamlet is angry/bitter/tortured/despairing✓ at his father's death and his mother's marriage to Claudius. He finds life too painful to bear and wishes that he had never been born. ✓ **(2)**

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3. Hamlet is aware that Ophelia is lying about the whereabouts of Polonius. He is frustrated✓ that Ophelia continues lying to him. Hamlet appears to be aware that Polonius is spying on them. Hamlet knows about the meddling/interfering nature of Polonius and feels certain that he is probably plotting something. ✓ **(2)**

4. Both Polonius and Laertes constantly bombard Ophelia with restrictive instructions. ✓ Laertes warns her that she is not of the same rank as Hamlet and that he is merely trifling with her. He claims that, as a Prince, Hamlet would not have a say as to whom he marries. Polonius questions Ophelia about her relationship with Hamlet and refers to her as 'green', implying she is foolish to believe that there is any future for them. ✓ Polonius instructs Ophelia to break all ties with Hamlet, to which she passively submits. ✓ **(3)**

5. You can blame Hamlet for Ophelia's death and argue that instead of supporting Ophelia at a time when Polonius forbids her from seeing him, Hamlet actually catapults her into depression because of the way in which he treats her. ✓He is rude and nasty, ✓declaring that he no longer loves her, and that, compounded by her father's death, results in her depression. Ophelia is too frail and innocent and therefore incapable of coping emotionally with the trauma she experiences when Hamlet kills Polonius✓.

OR

On the other hand, you might argue that Hamlet cannot be held responsible for the manner in which Ophelia deals with her personal issues. ✓ She is an individual who is responsible for making her own choices. ✓She allows herself to be subjugated and follows her father's instructions even though she hurts Hamlet in the process and therefore she is responsible for her fate. ✓ **(3)**

[12]

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POSSIBLE RESPONSES: LANGUAGE AND EDITING SKILLS

1. Go to a nunnery✓. **(1)**

2. Call✓ **(1)**

3. What would✓ such fellows as I, have done. ✓crawling between heaven and earth? **(2)**

[04]

TRANSACTIONAL TEXT: Obituary

The following elements must be included:

- His name
- Where he was living at the time of death
- His age
- Birthplace
- Biographical information
- What made him special
- Key survivors (spouse, children OR parents, siblings if any)
- Time, date and place of funeral

Language features **(25)**

- Formal in style.
- May use euphemisms (e.g. passed away instead of died)
- Usually concise and to the point.
- Some obituaries add a personal note in the form of a loving poem.
- A marking rubric which indicates how the obituary will be marked is attached on page 105.

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Answers for Activity 16

***OTHELLO* – William Shakespeare**

1. **POSSIBLE RESPONSES: CONTEXTUAL QUESTIONS**

   Othello is relieved✓ that Desdemona has arrived safely despite the storm. He is ecstatic/overjoyed✓ at being reunited with her in Cyprus. His overwhelming love for her is evident. **(2)**

2. Iago intends to use the friendship between Desdemona and Cassio to suggest that they are in love and are having an affair✓. Iago will benefit as he will derive great satisfaction from destroying Othello's happiness. By creating suspicion in Othello's mind, Iago is hoping to be appointed as Othello's lieutenant✓. **(2)**

3. These lines reveal Iago's deep-seated jealousy✓ of Othello and his sense of (sexual) insecurity. He suspects that Othello has slept with Emilia and he will not be satisfied until he has avenged himself by sleeping with Desdemona. This reveals his suspicious and vengeful nature✓. **(2)**

4. Despite his hatred for Othello, Iago acknowledges that Othello will be a loyal and 'loving' husband to Desdemona✓. This is ironic because, instead of being 'A most dear husband', Othello chooses to put his trust in Iago rather than in Desdemona✓. He becomes emotionally and physically abusive of Desdemona and ultimately kills her✓. **(3)**

5. It is Othello's gullible and trusting nature that enables Iago to manipulate him✓. As an excellent judge of character, Iago realises that he can use Othello's many insecurities to his advantage✓. Furthermore, Iago knows that Othello thinks him honourable and honest, and that, as a fellow soldier, Iago has his best interests at heart. As a result, Othello will be amenable to any of Iago's suggestions✓. **(3)**

[12]

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LANGUAGE AND EDITING SKILLS

1. 'If I were to die now.... ✓ **(1)**
2. Character/personality✓ **(1)**
3. Simile✓ **(1)**
4. Weak✓ **(1)**

[04]

TRANSACTIONAL TEXT: Obituary

The following elements must be included:

- His name
- Where he was living at the time of death
- His age
- Birthplace
- Biographical information
- What made him special
- Key survivors (spouse, children OR parents, siblings if any)
- Time, date and place of funeral

Language features

- Formal in style.
- May use euphemisms (e.g. passed away instead of died)
- Usually concise and to the point.
- Some obituaries add a personal note in the form of a loving poem.
- A marking rubric which indicates how your obituary will be marked is attached on page 105.

[25]

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Answers for Activity 17

A HARD FROST – Cecil Day Lewis

SUGGESTED RESPONSES: CONTEXTUAL QUESTIONS

1. The personification/comparison of the frost to a thief is disturbing: it suggests that the frost works silently and stealthily✓,taking that which does not belong to it✓. **(2)**

2. While the speaker is delighted✓ at the transformation of his world from the bleak harsh landscape of winter, he is equally pensive✓ in that he knows that this transformation is temporary/effectively illusory✓. **(2)**

3. The winter landscape is metaphorically compared to a plain/an unattractive country maid who is transformed on her wedding day by her bright and beautiful bridal outfit. Her beauty is short-lived since after her wedding she will return to her old self, as will the landscape after the frost has melted✓. The speaker's tone is of disappointment✓ that this beauty is short-lived, and perhaps, he is disparaging✓ of the frost's trickery. **(3)**

4. The speaker looks forward to the new cycle of life ✓as the frost nudges the earth to release the seeds that will sprout in Spring, which will signify an end to the hardships of winter✓. The transformation in nature might possibly be equated to transformation in the life of people who experience hardship but can still look forward to a future that has the potential for a better life✓. **(3)** **[10]**

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LANGUAGE AND EDITING SKILLS

1. Personification✓ **(1)**
2. A hyphenated✓ compound✓ noun **(2)**
3. Sad/gloomy/ dejected✓ **(1)**
4. 'Yes, here…..✓ **(1)**

[05]

CREATIVE WRITING: 'As seasons change, so do our lives.

- Narrative/descriptive/reflective/discursive/argumentative
- Could focus on both metaphorical and literal interpretation of the topic
- The relationship between changes in seasons and 'our lives'.
- A marking rubric which indicates how your essay will be marked is attached on page 99 and 102.

[25]

Answers for Activity 18

***An African Thunderstorm* by David Rubadiri**

POSSIBLE RESPONSES: CONTEXTUAL QUESTIONS

1. The impression is that the wind is unpredictable/out of control and dangerous, ✓ bringing with it chaos and disruption✓. **(2)**

2. 'Sinister' has connotations of something that is evil, frightening and destructive✓. The mood is oppressive, ominous and foreboding✓. **(2)**

3. The women's panicked state and anxiety reflect their fearful✓ attitude toward the storm. Their rushing about gathering their possessions and their children creates a sense of urgency✓. The children's having to cling to their mothers' backs intensifies the agitation of the mothers and their determination to protect their children. They dread✓ the havoc that the storm might cause. **(3)**

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4. The conclusion is **appropriate** because the title creates the expectation that the poem is about a thunderstorm✓. The poem's focus is on the build up to the storm. By focusing on the elements of the wind and the clouds the speaker gives them a significance and power✓ of their own. They are the harbingers alerting people to the approach of the storm. The lightning flash and the rumbling thunder create tension as the reader anticipates✓ the final eruption of the storm. **(3)** **[10]**

LANGUAGE AND EDITING SKILLS

1. From the west/ Clouds came ✓hurrying with the wind… **(1)**
2. its✓ **(1)**
3. 'Like dark sinister wings'- simile✓
   'Wind whistles' – onomatopoeia✓
   'The Wind whistles' – personification✓
   (**Any two**) **(2)**
4. Adverb✓ **(1)**

[05]

CREATIVE WRITING: ESSAY • Narrative/descriptive/reflective/discursive/argumentative • Topic to focus on a thunderstorm/thunderstorms • Knowledge of/ experiences Your topic will guide you for the rest of the answer. A marking rubric which indicates how the essay will be marked is attached on page 86.		**(50)**

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ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [30 MARKS]

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT, PLANNING & FORMAT Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context **18 MARKS**	**15–18** -Outstanding response beyond normal expectations -Intelligent and mature ideas -Extensive knowledge of features of the type of text -Writing maintains focus -Coherence in content and ideas -Highly elaborated and all details support the topic -Appropriate and accurate format	**11-14** -Very good response demonstrating good knowledge of features of the type of text -Maintains focus – no digressions -Coherent in content and ideas, very well elaborated and details support topic -Appropriate format with minor inaccuracies	**8-10** -Adequate response demonstrating knowledge of features of the type of text -Not completely focused – some digressions -Reasonably coherent in content and ideas -Some details support the topic -Generally appropriate format but with some inaccuracies	**5-7** -Basic response demonstrating some knowledge of features of the type of text -Some focus but writing digresses -Not always coherent in content and ideas -Few details support the topic -Necessary rules of format vaguely applied -Some critical oversights	**0–4** -Response reveals no knowledge of features of the type of text -Meaning obscure with major digressions -Not coherent in content and ideas -Very few details support the topic -Necessary rules of format not applied
	10–12	**8–9**	**6–7**	**4-5**	**0–3**

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LANGUAGE, STYLE & EDITING Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling **12 MARKS**	-Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well-constructed -Virtually error-free	-Tone, register, style and vocabulary very appropriate to purpose, audience and context -Generally grammatically accurate and well-constructed -Very good vocabulary -Mostly free of errors	-Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning	-Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured	-Tone, register, style and vocabulary do not correspond to purpose, audience and context -Error-ridden and confused -Vocabulary not suitable for purpose -Meaning seriously impaired

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ASSESSMENT RUBRIC FOR SHORTER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [20 MARKS]

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT, PLANNING & FORMAT Response and ideas; Organisation of ideas; Features/conventions and context **12 MARKS**	**10–12** -Outstanding response beyond normal expectations -Intelligent and mature ideas -Extensive knowledge of features of the type of text -Writing maintains focus -Coherence in content and ideas -Highly elaborated and all details support the topic -Appropriate and accurate format	**8-9** -Very good response demonstrating good knowledge of features of the type of text -Maintains focus – no digressions -Coherent in content and ideas, very well elaborated and details support topic -Appropriate format with minor inaccuracies	**6-7** -Adequate response, demonstrating knowledge of features of the type of text -Not completely focused –some digressions -Reasonably coherent in content and ideas -Some details support the topic -Generally appropriate format but with some inaccuracies	**4-5** -Basic response, demonstrating some knowledge of features of the type of text -Some focus but writing digresses -Not always coherent in content and ideas -Few details support the topic -Necessary rules of format vaguely applied -Some critical oversights	**0-3** -Response reveals no knowledge of features of the type of text -Meaning obscure with major digressions -Not coherent in content and ideas -Very few details support the topic -Necessary rules of format not applied
	7–8	**5-6**	**4**	**3**	**0–2**

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LANGUAGE, STYLE & EDITING Tone, register, style, vocabulary appropriate to purpose and context; Language use and conventions; Word choice; Punctuation and spelling **8 MARKS**	-Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well-constructed -Virtually error-free	-Tone, register, style and vocabulary very appropriate to purpose, audience and context -Generally grammatically accurate and well-constructed -Very good vocabulary -Mostly free of errors	-Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning	-Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured	-Tone, register, style and vocabulary do not correspond to purpose, audience and context -Error-ridden and confused -Vocabulary not suitable for purpose -Meaning seriously impaired

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English Home Language Essay Marking Rubric (50)

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT AND **PLANNING** (Response and ideas) Organisation of ideas for planning Awareness of purpose, audience and context **30 MARKS**	Upper Level	**27–30**	**22–23**	**15–17**	**9–11**	**3–5**
		Outstanding/Striking response beyond normal expectations	Very well–crafted response	Satisfactory response	Inconsistently coherent response	Totally irrelevant response –Confused and unfocused ideas
		Intelligent, thought-provoking and mature ideas	Fully relevant and interesting Ideas with evidence of maturity	Ideas are reasonably coherent and convincing.	Unclear ideas and unoriginal	Vague and repetitive
		Exceptionally well organised and coherent (connected) including introduction, body and conclusion	Very well organised and coherent (connected) including introduction, body and conclusion/ending	Reasonably organised and coherent including introduction, body and conclusion/ending	Little evidence of organisation and coherence	Unorganised and incoherent
	Lower Level	**24–26**	**18–21**	**12–14**	**6–8**	**0–2**
		Excellent response but lacks the exceptionally striking qualities of the outstanding essay	Well–crafted response	Satisfactory response but some lapses in clarity	Largely irrelevant response	No attempt to respond to the topic
		Mature and intelligent ideas	Relevant and interesting ideas	Ideas are fairly coherent and convincing	Ideas tend to be disconnected and confusing	Completely irrelevant and inappropriate

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		Skilfully organised and coherent (connected) including introduction, body and conclusion/ending	Well organised and coherent (connected) including introduction, body and conclusion	Some degree of organisation and coherence including introduction, body and conclusion	Hardly any evidence of organisation and coherence	Unfocused and muddled
LANGUAGE, STYLE AND **EDITING** Tone, register, style, vocabulary appropriate to purpose/effect and context Word choice Language use and conventions, punctuation, grammar, spelling **15 MARKS**	Upper Level	**14–15**	**10–11**	**6–7**	**2–3**	**0**
		Tone, register, style, vocabulary highly appropriate to purpose, audience and context	Tone, register, style and vocabulary very appropriate to purpose, audience and context	Tone, register, style and vocabulary appropriate to purpose, audience and context	Tone, register, style and vocabulary not appropriate to purpose, audience and context	Tone, register, style and vocabulary less appropriate to purpose, audience and context
		Language confident, exceptionally impressive	Language is effective and a consistently appropriate tone is used	Appropriate use of language to convey meaning.	Very basic use of language	Language incomprehensible
		Virtually error-free in grammar and spelling	Largely error-free in grammar and spelling	Tone is appropriate	Tone and diction are inappropriate	Vocabulary limitations so extreme as to make comprehension impossible
		Highly skilfully crafted	Very well crafted	Rhetorical devices used to enhance content	Very limited vocabulary	Exceptionally limited vocabulary
	Lo	**13–12**	**9–8**	**5–4**	**1–0**	

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		Language excellent and rhetorically effective in tone	Language engaging and generally effective	Adequate use of language with some inconsistencies	Inadequate use of language	
		Virtually error-free in grammar and spelling	Appropriate and effective tone	Tone generally appropriate	Little or no variety in sentence	
		Skilfully crafted	Well-crafted	Limited use of rhetorical devices	Exceptionally limited vocabulary	
STRUCTURE Features of text Paragraph development and sentence construction **5 MARKS**		**5**	**4**	**3**	**2**	**1**
		Excellent development of topic	Logical development of details	Relevant details developed	Some valid points	Necessary points lacking
		Exceptional detail	Coherent	Sentences, paragraphs well-constructed	Sentences and paragraphs faulty	Sentences, paragraphs exceptionally poorly constructed
		Sentences, paragraphs exceptionally well-constructed	Sentences, paragraphs logical, varied	Essay still makes some sense	Essay still makes sense	Essay lacks sense
MARK RANGE		**(40–50)50 – 41**	**(30–39) 30 -38**	**(20–29) 19 – 27**	**(10–19) 16 – 8**	**(1–9) 1 – 6**

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English Home Language Literary Essay Marking Rubric (25): Sections B and C

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
	12-15	9-11	6-8	4-5	0-3
CONTENT Interpretation of topic. Depth of argument, justification and grasp of text. **15 MARKS**	Outstanding response: 14-15 Excellent response: 12-13	Shows understanding and has interpreted topic well.	Mediocre interpretation of topic; not all aspects explored in detail	Scant interpretation of topic; hardly any aspects explored in detail	Very little understanding of the topic
	In-depth interpretation of topic	Fairly detailed	Some good points in support of topic	Few points in support of topic	Weak attempt to answer the question
	Range of striking arguments extensively supported from text.	Some sound arguments, but not all well motivated	Some arguments supported, but evidence is not always convincing.	Very little relevant argument	Arguments not convincing
	Excellent understanding of genre and text	Understanding of genre and text evident.	Partial understanding of genre and text.	Little understanding of genre and text	Learner has not come to grips with genre or text.
STRUCTURE AND LANGUAGE Structure, logical flow and presentation. Language, tone and style used in the essay **10 MARKS**	8-10	6-7	4-5	2-3	0-1
	Coherent structure	Clear structure & logical flow	Some evidence of structure	Structure shows faulty planning	Lack of planned structure impedes flow
	Excellent introduction and conclusion	Introduction & conclusion & other paragraphs coherent	Logic and coherence apparent, but flawed	Arguments not logically arranged.	Language errors and incorrect style make this an unsuccessful piece of writing
	Arguments well-structured and clearly developed	Logical flow of argument	Some language errors; tone & style mostly appropriate	Language errors evident. Inappropriate tone &	Inappropriate tone & style

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				style	
	Language, tone and style mature, impressive, correct	Language, tone & style largely correct	Paragraphing mostly correct	Paragraphing faulty	Paragraphing faulty
MARK RANGE	**20-25**	**15-19 (15-18)**	**10-14 (10-13)**	**5-9 (6-8)**	**0-4**

NOTE: If a candidate has ignored the Content completely and written a creative essay instead, award a 0 mark for both Content and Structure and Language.

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Assessment rubric for literary essay: Poetry (10 marks)

Criteria	Exceptional 8-10	Skilful 6-7	Moderate 4-5	Elementary 2-3	Inadequate 0-1
CONTENT Interpretation of topic. Depth of argument, justification and grasp of text.	-In-depth interpretation of topic -Range of striking arguments; extensively supported from poem -Excellent	- Shows understanding and has interpreted topic well. - Fairly detailed response -Sound arguments given, but not all of them as	- Fair interpretation of topic - Some good points in support of topic - Some arguments supported, but evidence is not always convincing.	- Unsatisfactory interpretation of topic. - Hardly any points in support of topic. - Inadequate understanding of	-No understanding of the topic -No reference to the poem -Learner has not come to grips with genre and poem.
STRUCTURE AND LANGUAGE Structure, logical flow and presentation	-Coherent structure -Arguments well-structured and clearly developed. -Language, tone and style mature, impressive	-Clear structure and logical flow of argument -Flow of argument can be followed -Language, tone & style largely correct	-Some evidence of structure - Essay lacks a well-structured flow of logic and coherence. - Language errors	- Structure shows faulty planning - Arguments not logically arranged -	- Poorly structured -Serious language errors and incorrect style
MARK RANGE	**8-10**	**6-7**	**4-5**	**2-3**	**0-1**

NOTE: If a candidate has ignored the content completely and written a creative essay instead, award a 0 mark for both Content and Structure and Language.

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ENGLISH HOME LANGUAGE TRANSACTIONAL TEXT [25 MARKS]

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
	12-15	**9-11**	**6-8**	**4-5**	**0-3**
CONTENT, PLANNING & FORMAT -Response and ideas -Organization of ideas for planning -Purpose, audience, features/conventions and context **15 MARKS**	Outstanding response beyond normal expectations Intelligent and mature ideas Extensive knowledge of features of the type of text	Very good response demonstrating good knowledge of features of the type of text.	Adequate response demonstrating knowledge of features of the type of text.	Basic response demonstrating some knowledge of features of the type of text.	Response reveals no knowledge of features of the type of text
	Writing maintains focus	Maintains focus – no digressions.	Not completely focused – some digressions.	Some focus but writing digresses.	Meaning is obscure with major digressions.
	Coherence in content and ideas.	Coherent in content and ideas	Reasonably coherent in content and ideas	Not always coherent in content and ideas.	Not coherent in content and ideas.
	Highly elaborated and all details support the topic	Very well elaborated and details support topic.	Some details support the topic	Few details support the topic.	Very few details support the topic.

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	Appropriate and accurate format	Appropriate format with minor inaccuracies.	Generally appropriate format but with some inaccuracies.	Has vaguely applied necessary rules of format. Some critical oversights.	Has not applied necessary rules of format.
LANGUAGE, STYLE & EDITING Tone, register, style, purpose/effect, audience. and context Language use and conventions Word choice Punctuation and spelling **10 MARKS**	**8-10**	**6-7**	**4-5**	**2-3**	**0-1**
	Tone, register, style, Vocabulary highly appropriate to purpose, audience and context	Tone, register, style and vocabulary very appropriate to purpose, audience and context	Tone, register, style and vocabulary appropriate to purpose, audience and context.	Tone, register, style and vocabulary less appropriate to purpose, audience and context	Tone, register, style and vocabulary do not correspond to purpose, audience and context.
	Grammatically accurate and well-constructed	Generally grammatically accurate and well-constructed	Some grammatical errors	Inaccurate grammar with numerous errors	Error-ridden and confused
	Excellent vocabulary	Very good vocabulary	Adequate vocabulary	Limited vocabulary	Vocabulary not suitable for purpose
	Virtually error-free.	Mostly free of errors	Errors do not impede meaning	Meaning is obscured	Meaning seriously impaired
MARK RANGE	**20-25**	**15-19 (15-18)**	**10-14 (10-13)**	**5-9 (6-8)**	**0-4**

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