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ENGLISH HOME LANGUAGE

PAPER 2 RESOURCE PACK

The beauty of literature is you allow readers to see things through other people's eyes. All good books do this.

KZN PROVINCIAL TEAM

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INTRODUCTION

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The English Home Language Paper Two Resource pack has been compiled from a wide variety of sources, including amongst others the CAPS Document, various support materials, textbooks, EDUTOPIA, the internet as well as original articles from educators on the English Home Language Facebook Group.

The purpose of the resource pack is to assist educators in teaching learners the requisite skills involved in interrogating questions.

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PAPER 2: LITERATURE

When you receive the question paper you will note the following instructions:

1. TABLE OF CONTENTS

SECTION A: POETRY
Prescribed Poetry: Answer ANY TWO questions.
N.B. only answer TWO prescribed poems!

QUESTION NO.	QUESTION	MARKS	PAGE NO.
1. Prescribed Poem	Essay question	10	
2. Prescribed Poem	Contextual question	10	
3. Prescribed Poem	Contextual question	10	
4. Prescribed Poem	Contextual question	10	
Unseen Poetry: COMPULSORY question **N.B.** You MUST answer this question!			
5. Unseen poem	Contextual question	10	

SECTION B: NOVEL

- ✓ In this section, you must only answer the questions based on the novel that YOU have studied.
- ✓ If you choose to answer the contextual question for the novel, then you MUST do the essay for the drama section.
- ✓ On the other hand, if you answered the essay in the novel section, then you MUST answer the contextual for the drama.
- ✓ If you do not follow these instructions, you will lose marks!

Answer ONE question *

6. The Picture of Dorian Gray	Essay question	25	
7. The Picture of Dorian Gray	Contextual question	25	
8. Life of Pi	Essay question	25	
9. Life of Pi	Contextual question	25	

SECTION C: DRAMA (Answer ONE question *)

QUESTION NO.	QUESTION	MARKS	PAGE NO.
10. Hamlet	Essay question	25	
11. Hamlet	Contextual question	25	
12. Othello	Essay question	25	
13. Othello	Contextual question	25	
14. The Crucible	Essay question	25	
15. The Crucible	Contextual question	25	

*** NOTE:**	In SECTIONS B and C, answer ONE ESSAY and ONE CONTEXTUAL question. You may NOT answer TWO essay questions or TWO contextual questions.

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1. Poetry: Unpacking the Questions

Below you will find questions generally asked in the Poetry Section.

- To assist you, this resource pack offers techniques to be used by you to answer these questions
- The skills needed to answer these questions are important. All you must do is to apply these skills to answer the questions set by your subject teacher on your current poems.

QUESTION TYPE 1: What impression… (2 marks)

This is a **LEVEL 3** question that requires you to respond to given information by making a judgement. There are **TWO** steps involved in answering this question for you to achieve 2 marks:

Step **One**: Analyse the identified words.

Step **Two**: Explain the response that these identified words evoke in you.

Eg. What is your impression of Kelly?

Your response will take the form of an evaluation of Kelly's character. A typical response could be that Kelly is a sensitive and perceptive young lady. This conclusion will be based on observable actions.

Let us now link this question to a poem.

Eg. The poem "somewhere I have never travelled, gladly beyond".

<u>Question:</u> What impression of the speaker is created by the use of the word "gladly" (line 1). (2)

A typical response ought to entail the following:

The speaker is enthusiastic about and open to the new possibilities in his life. Although it is the unknown, the anticipation fills him with excitement. He welcomes the thought of the adventure and looks forward to the experience. All the adjectives used to evaluate the speaker is based on the word 'gladly' Gladly presupposes enthusiasm, openness, excitement etc.

PRACTICE EXERCISES:

9. *"Her body looms above him like a hill…"* (*The Zulu Girl* – R Campbell)
   What impression is created about the mother in 'Her body looms above him'? (2)
10. *"A frost came in the night and stole my world*
    And left this changeling for it – a precocious image of spring, too brilliant to be true:"
    (*A Hard Frost* – CD Lewis)
    What impression about the place does the speaker create in the above words? (2)

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11. *"Thy tears that touched my heart, child, Felix, poor Felix Randal"* (*Felix Randal* – GM Hopkins)
What impression of the speaker is created in the above word? (2)

QUESTION TYPE 2: Comment on... (3 marks)

This is a **Level 3** and **Level 4** or **Level 5** question that requires you to **give an opinion (comment)** on the **value** that the technique **(diction, imagery, tone, etc)** adds to the poem. There are **three** steps involved in answering this question for you to achieve 3 marks. This is not a difficult question. All you need to do is follow the given steps:

Step **One**: Analyse the identified words.
Step **Two**: Deal with the technique mentioned in the question.
Step **Three**: Give your opinion (comment) on how this technique adds value to the poem.

Eg.: Comment on your friend's attitude towards figures of authority?
Firstly, you have to describe the attitude of your friend and then you have to either approve or disapprove of your friend's attitude. Essentially a comment is your personal view based on a particular aspect/context.
Your typical response will entail identifying your friend's attitude as either being respectful or rebellious towards authority This should be followed by a personal view for eg. Is your friend correct in his/her attitude?

Let us relate this to a poem: "An African Elegy"
<u>Question:</u> Refer to lines 16 – 17- "That is why … the air remember."
Comment on the significance of the music's being 'so sweet' that it 'makes the air remember'. (3)
A typical response would be;

- ✓ The music is gratifying/rewarding/pleasurable/harmonious suggested by the word 'sweet'
- ✓ It is significant or important because it is an expression of the people's optimistic attitude to life. The experience of the music as 'sweet' can point to a hopeful (optimistic) attitude of the people.
- ✓ The air 'remembers' because people are aware of the music even after it has ended. Its impact on the surroundings resonates/ echoes and the feeling of upliftment endures.

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PRACTICE EXERCISES

1. "He was my North, my South, my East and West" (*Funeral Blues,* by WH Auden)
   Comment on the appropriateness of this line in the context of the poem. (3)

2. "Mockery spring, to lend this bridal gear
   For a few hours to a raw country maid" (*A Hard Frost,* by CD Lewis)
   Comment on the appropriateness of this image in the context of the poem. (3)

3. "And I saw it was filled with graves,
   And tomb-stones where flowers should be
   And Priests in black gowns, were walking their rounds,
   And binding with briars, my joys and desires" (*The Garden of Love,* by W Blake)
   Comment on the effect of the repetition of 'And' in these lines. (3)

4. "Then without waiting we ran to the open space
   Ululating to the mountains and the pathways
   Calling people from all the circles of the earth."
   (*First Day After the War,* by M Kunene)
   Comment on the tone of this stanza in relation to the title, *First Day After the War*. (3)

QUESTION TYPE 3: Critically discuss / discuss... (3 marks)

This is a Level 3 and Level 4 or Level 5 question that requires you to **examine** an issue from various angles and make a **judgement**. 'Critically' requires a deeper examination of the issue than the instruction 'Discuss' does. This is not very different from the instruction that asks you to comment on how techniques such as diction, imagery, tone, etc add to the poem. There are three steps involved in answering this question for you to achieve 3 marks.

This is not a difficult question. All you need to do is follow the given steps:

Step **One**: Analyse the words in the given lines.
Step **Two**: Deal with the technique mentioned in the question.
Step **Three**: Write a balanced view of the way in which this technique adds value to the poem.

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EXAMPLE ONE: Unseen poem, *Exodus* – Don MacLennan, February 2017

Refer to lines 17–20: "Skinny little birds
of death thrown onto the huge
savanna are eating out tonight in
twilight crammed with manna."

Critically discuss how these lines **convey** the speaker's **attitude** toward the bats. (3)

Firstly, analyse the words in the lines (lines 17–20). Then, deal with the **instruction** mentioned in the question (in this case, it is **attitude**). Finally, write a balanced view about how this instruction (attitude) applies to/conveys the message of the given lines/poem. In this instance, the descriptions/words show the speaker's **negative** attitude towards the bats.

National memo:

The description, "skinny little birds of death" conveys an unfavourable impression of the bats as they are traditionally seen as evil/demonic **(step one: analyse the words)**. The speaker has a disparaging attitude toward the bats, regarding them as repulsive creatures **(step two: deal with the technique – attitude)**. Thus, he sees them as being opportunistic, taking advantage of the darkness to prey on the unwary. The speaker also regards the bats as benefitting from the abundance of food available **(step three: a balanced view about his attitude)**.

PRACTICE EXERCISE

1. "A girl flings down her hoe, and from her shoulder
Unslings her child tormented by flies." (*Zulu Girl,* by R Campbell)
Critically discuss how these lines convey the speaker's attitude toward the Zulu girl. (3)

2. "Yet if you should forget me for a while
And afterwards remember, do not grieve" (*Remember,* by C Rossetti)
Discuss what the speaker's tone in these lines conveys about her attitude to her beloved. (3)

3. "Pregnant clouds
Ride stately on its back,
Gathering to perch on hills
Like sinister dark wings." (*An African Thunderstorm,* by D Rubadri)
Discuss the appropriateness of the image in these lines in the context of the poem. (3)

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QUESTION TYPE 4: What does the diction... (2 marks or 3 marks)

This is a Level 5 question that asks you to respond to the writer's craft. **Diction refers to the writer's choice of words.** You have to explain WHY the speaker chose to use THESE PARTICULAR WORDS in the poem. Sometimes the word 'diction' is not used in the question, but the question asks for the REASON for the use of certain words.

This is not a difficult question. All you need to do is follow the given steps to earn full marks:

Step **One**: **Identify** the **word(s)** related to the instruction question. Underline/highlight them.

Step **Two**: **Analyse** the word/s you have identified in Step One by focussing on **what** is **conveyed**.

Step **Three**: Use the analysis of the word to elaborate on/answer the **instruction** in the question.

PRACTICE EXERCISE

1. "That is why our music is so sweet" (*An African Elegy*, by B Okri)
   What does the diction in this line convey about the people mentioned in the poem? (2)

2. "Full gorged they chose their roost
   keeping the hollowed remnant
   in easy range of cold
   telescopic eyes..." (*Vultures,* by C Achebe)
   What does the word, 'cold' suggest about the speaker's view of the vultures? (2)

3. "The curbed ferocity of beaten tribes
   The sullen dignity of their defeat." (*Zulu Girl,* by R Campbell)
   Suggest a reason for the speaker's describing the dignity of the tribes as 'sullen'. (2)

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QUESTION TYPE 5: "Questions dealing with mood" (2 marks or 3 marks)

This is a Level 3 question that asks you to arrive at a conclusion (mood) based on the words used in the poem. In poetry, mood depends on the way in which words create an atmosphere (e.g. of joy, sorrow, grimness, hopelessness, etc). You are required to understand how the words build an atmosphere/mood.

All you need to do is follow the given steps to earn full marks:

Step **One**: Analyse the word/s in the question.

Step **Two**: Use the analysis to show how a particular 'vibe' (feeling) or atmosphere comes through in the line/stanza/poem. That is the mood.

EXAMPLE ONE: Unseen Poem, *Exodus* – Don MacLennan, February 2017

"By secret signal from a star
a wild, erratic exodus of bats
fountains into the silky air
with delicate chewing sounds and squeaks"

Refer to: "a wild, erratic exodus of bats". Describe how this line contributes to the mood in the second stanza. (2)

Firstly, analyse the indicated words in the question, in relation to the poem ("a wild, erratic exodus of bats"). Then, you use your analysis to formulate the mood or atmosphere created by those words.

National memo:

*These **words indicate** that the movements of the bats appear to be **unpredictable** and **uncontrolled**. The air is alive/filled with various sounds associated with the bats* **(step one: analyse the words)**. *The **mood** is **chaotic/frenzied** because of the sudden activity of the bats as they leave the cave* **(step two: use your analysis to formulate the mood)**.

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EXAMPLE TWO: Unseen Poem, *Exodus* – A Neto March 2016

Refer to lines 4–5: "Some rags complete
the intimate landscape."

Explain how these lines contribute to the mood of the poem. (2)

- Identify and analyse the words in the line.
- Use your analysis to formulate the mood.

National memo:

'Rags' are suggestive of poverty and suffering. 'Intimate' refers to a close relationship. This tells us that living in poverty has become an integral part of the lives of these people **(step one: identify and analyse the words)**. *The mood is thus dejected and depressing and is marked by a sense of hopelessness as indicated by the intensely close relationship to the workers' living space* **(step two: use your analysis to formulate the mood)**.

PRACTICE EXERCISE

1. "Then without waiting we ran to the open space
   Ululating to the mountains and the pathways
   Calling people from all the circles of the earth." (*First Day After the War,* by Mazisi Kunene)

   What does the word, 'Ululating' (line 7) indicate about the mood in the village? (2)

2. "Let aeroplanes circle moaning overhead
   Scribbling on the sky the message 'He is Dead'.
   Put crepe bows round the white necks of the public doves,
   Let the traffic policemen wear black cotton gloves." (*Funeral Blues,* by WH Auden)

   Explain how these lines contribute to the mood of the poem. (2)

QUESTION TYPE: Questions dealing with central idea of the poem (3 marks)

This is a Level 3 and Level 4 or Level 5 question that asks you to relate the literary technique that the question has identified, to the central idea/message of the poem.

All you need to do is follow the given steps to earn full marks:

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Step **One**: Identify the literary technique in the question.

Step **Two**: Discuss this technique using evidence from the poem.

Step **Three**: Show how the technique captures the central idea/theme/message of the poem.

PRACTICE EXERCISE

1. "Better by far you should forget and smile
   Than that you should remember and be sad." (*Remember,* by C Rossetti)

   Discuss how the tone of the rhyming couplet reinforces the central idea of the poem. (3)

2. "Nothing which we are to perceive in this world equals
   the power of your intense fragility: whose texture
   compels me with the colour of its countries,
   rendering death and forever with each breathing."
   (*Somewhere I have never travelled,* by EE Cummings)

   Show how this stanza conveys the central idea of the poem. (3)

3. "This seeing the sick endears them to us, us too it endears.
   My tongue had taught thee comfort, touch had quenched thy tears,
   Thy tears that touched my heart, child, Felix, poor Felix Randal."
   (*Felix Randal,* by GM Hopkins)

   Discuss how the diction in this stanza reinforces the central idea of the poem. (3)

QUESTION TYPE: THE POETRY ESSAY

In a critical essay, one discusses the issues raised in the question by examining contents of the poem and poetic devices present in the poem. A literary/critical essay is **not a paraphrase** (the meaning of each line) of the poem. In a literary essay, one has to discuss how the issues raised in the question are conveyed by the poetic or literary devices such as figures of speech, imagery, diction (choice of words), tone and rhythm, etc. This discussion will include specific references to the poem itself.

The layout/structure of the essay:

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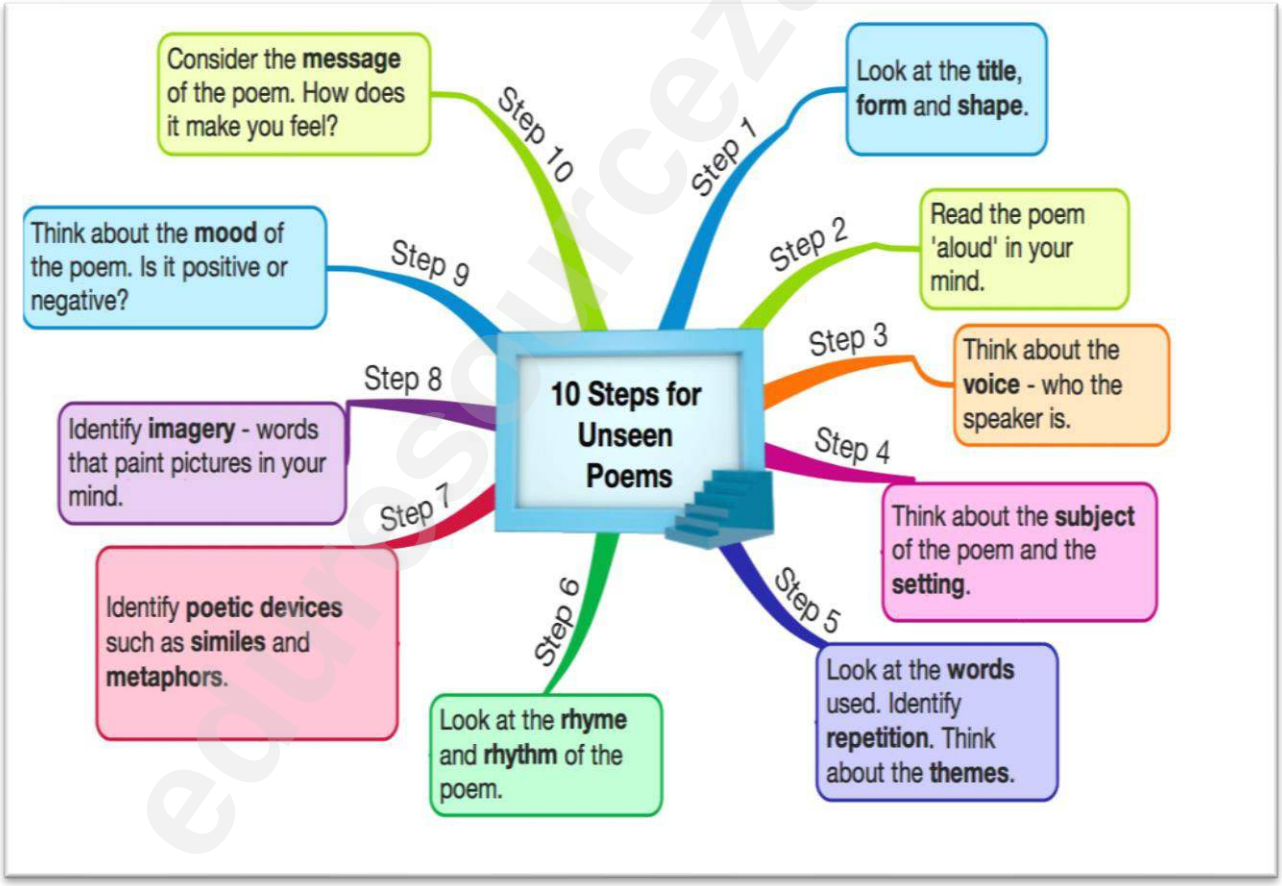
- Begin with an introductory paragraph. Write two or three sentences on the issue(s) raised in the question and link these issues to an overview of the poem.
- You must use PARAGRAPHS in this essay. The body is an analysis of the poem, from the perspective of the issues raised in the question. This is where you use the diction, tone and imagery to show how the poet's message is conveyed. This will be more than one paragraph.
- The concluding paragraph could be two to three sentences summarising your analysis. It is important to emphasise in the conclusion that you have answered the literary essay question.

Remember that it is a 'mini-essay' – only 250–300 words / 1 page – and worth 10 marks.

QUESTION TYPE: UNSEEN POEM



POINTS TO REMEMBER

- ✓ A good overall understanding of the context and background of the poet is needed.
- ✓ A critical evaluation of each poem is essential in understanding the sense, intention, feeling and tone (SIFT). When looking at poetic devices, learners must be taught how to identify poetic devices and explain their effectiveness in context, commenting on how they work to convey the intention and message of the poem.

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- ✓ Avoid a mere line-by-line analysis or paraphrasing of the poem. Encourage learners to focus on the question at hand and not just re-write what they have learnt in class.

3. NOVEL AND DRAMA

Revise your knowledge of the structure of the Literary Essay

The structure of the literary essay is the same as any other essay, as it has an introduction, body and conclusion. However, this essay differs from creative writing in that you are required to have read the literature text (which is your drama or novel).

EXAMPLE TOPIC

"Othello's downfall can be blamed on the manipulations of Iago. Othello was forced to commit murder because of Iago's actions."

Discuss the truth of this statement and what it reveals about Othello and Iago's characters in an essay of 400–450 words (2–2½ pages).

The topic usually has two or more components:

1. THE STATEMENT/QUESTION:

"Othello's downfall can be blamed on the manipulations of Iago. Othello was forced to commit murder because of Iago's actions."

2. INSTRUCTION:

The 'instruction' tells you how to approach your essay.

Discuss the truth of this statement and what it reveals about Othello and Iago's characters in an essay of 400–450 words.

How to write a literary essay **OPTION ONE**

Let us start with;

- **How to write an Introduction:**

Make a broad statement introducing the topic.

Othello is to blame for the murder of his wife, Desdemona. However, Iago did play a major role in Othello's downfall.

Draw on your understanding of the play as a whole.

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At the onset of the play, Iago shows that he plans to destroy Othello by manipulating him. This is clear when he says to Roderigo: "I follow him to serve my turn upon him."

Then, make a statement based on the instruction of the topic, showing your intention/aim in this essay.

This essay aims to reveal how Iago plays a major role in Othello's tragic downfall by manipulating Othello's trusting nature.

Full introduction

Othello is to blame for the **murder** of his wife, Desdemona. **However**, Iago does play a major role in **Othello's downfall**. At the onset of the play, Iago shows that he plans to destroy Othello by **manipulating** him. This is clear when he says to Roderigo: "I follow him to serve my turn upon him." This essay aims to **reveal** how Iago plays a major role in **Othello's tragic downfall** by **manipulating** Othello's trusting nature.

Please note that all the bold words in the full introduction come directly from the topic question. This should enable you to structure your essay more easily.

- **How to write the body of the essay:**

Remember to use words that link each paragraph to the next in a logical manner. E.g. however, therefore, thus… Each paragraph must contain **ONE idea ONLY**. And write each paragraph in the order the events occurred in the play.

Example of paragraphing

Paragraph 1 – Focus on the manipulation of Iago. Iago's manipulations destroy the once powerful Othello. He becomes a man who is wrecked by thoughts of his beloved wife's betrayal. Iago's manipulation is shown when Othello says: "Thou hast set me on the rack / I swear 'tis better to be much abused / Than but to know 't a little." Here, Othello feels that he is being tortured by the information that Iago has given him. Also, this shows how easily Iago is able to control Othello. Further, Othello's jealous nature makes him vulnerable to Iago. However, although Othello's does not present himself as jealous in the beginning of the play… **Paragraph 2 – links to paragraph 1 but introduces the new idea which is Othello's jealousy.**

- **How to write a conclusion:**

The conclusion ends your argument with a final outcome of your approach. You must relate your conclusion to the introductory paragraph and the topic.

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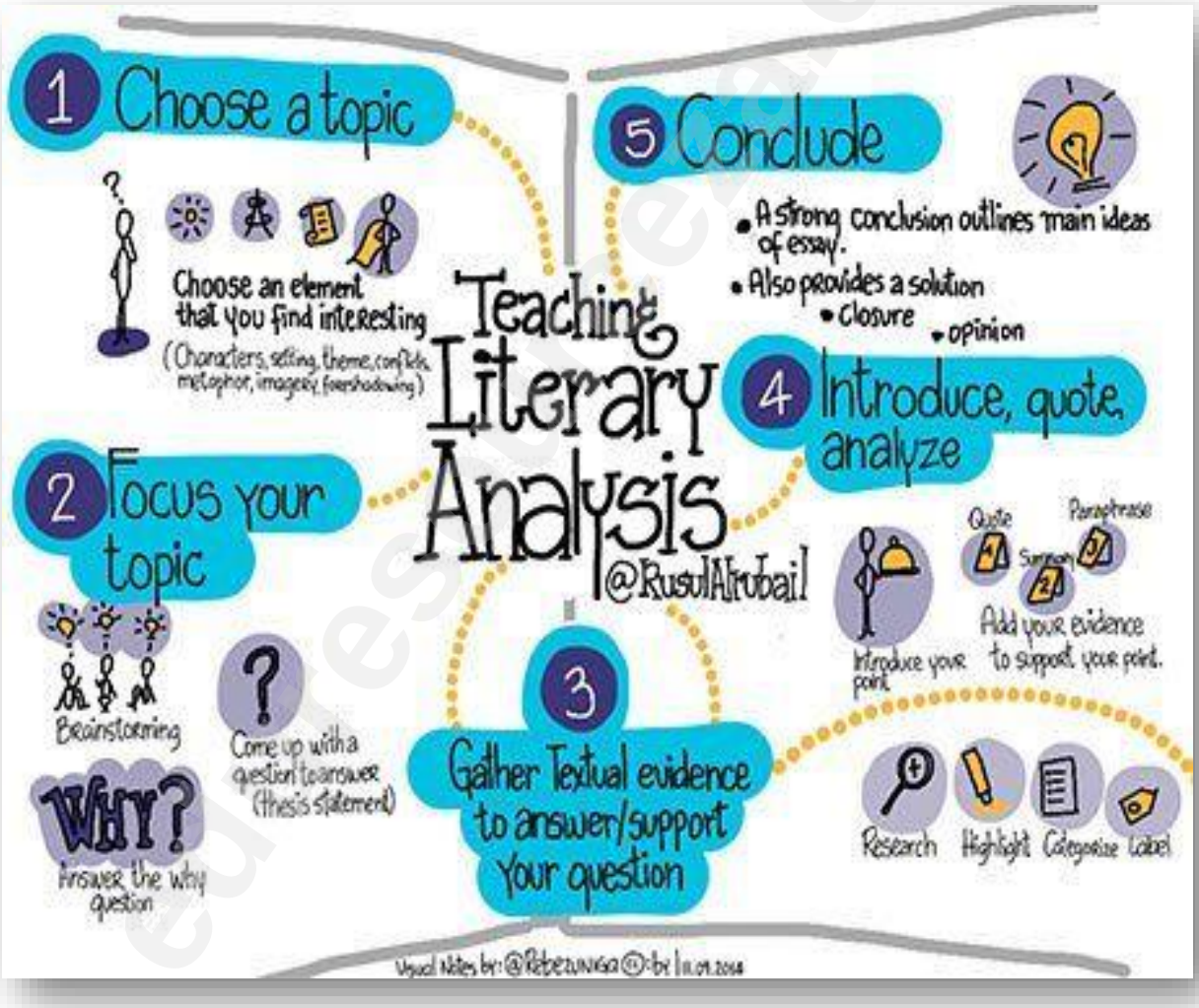
Example of a conclusion

In conclusion, although Othello is to **blame** for the actual murder of his wife, Desdemona, he does not act alone. Iago plays **a pivotal role** in, not only Desdemona's death, but also the fall of the once great Othello. Iago's **cunning nature** and understanding of human flaws allows Othello to be putty in his hands. Therefore, the events mentioned show that even though Othello committed the cruel crime, he does **redeem** himself to an extent, whereas Iago shows **no remorse**.

How to write a literary essay

OPTION TWO



- Planning: ordering of specific textually relevant information that links to the body of the essay.
- Introduction (suggestions) - concise and must show a clear link in answering the question. It should tell the reader what your essay is going to contain. (the main points or opinions that will be developed in the body of your essay).
- Body – one paragraph per point using flowing sentences and logical links.

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- Conclusion – should summarise the main points included in the body of your essay and it has to relate to the topic. It is preferable not to include any new points in the conclusion.

How to answer a literary essay: **OPTION THREE**

Answering the essay question

Here are some guidelines for preparing and writing your answers for essay questions:

- **Preparation**: Revise the themes, images, lookouts, director's notes pages and character sketches that you have discussed, written about and studied.
- **Personal judgement and response**: Do not hesitate to give your personal judgement frankly. Your answers will be assessed on the competence with which you express your opinions, as well as on the understanding and insights that your responses reveal.
- **Practice**: Practise writing continuous pieces where there is a coherent (meaningful) and cohesive (well-organised) structure. Substantiate points made by referring to the text. It is a good idea to list and memorise a few key quotations.
- **Suggested length of answers**: Essays should be 400–450 words in length, i.e. approximately 2–2 ½ pages of average-sized legible handwriting.
- **Suggested time management**: Allow approximately 55 minutes to answer and check this question.
- **Study the question**: Read the question carefully to decide what exactly it is that the examiners want you to focus on.
- **The following are assessed in a literary essay**:
  - Content: interpretation of topic, depth of argument, justification and grasp of the text (60%)
  - Language and structure: structure, logical flow and presentation, language, tone and style (40%).
- The examiners will be looking for evidence of some of the following qualities in your essays:
  - Thorough knowledge and understanding of the text
  - The ability to organise that knowledge in the form of a description or explanation or argument
  - The ability to communicate in an appropriate style your own impression of the play
  - The ability to substantiate points made by referring to the text
  - Competence in accurate written English
  - Confidence in dealing with the play
  - An exploratory, questioning stance, with some evidence that you are interrogating the text
  - A sincere and personal engagement with the text
  - A realisation that *Hamlet* is a play script intended for performance.

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Revision for Contextual Questions

- The contextual question is worth 25 marks. To revise for this section, you should refer to the answering of comprehension questions in PAPER ONE. The structure of the comprehension questions is similar to that of the literature paper with the exception that the extract given in the contextual is one that you know.
- Note that there should be TWO texts and that some questions may refer to both.
- Knowledge of the entire novel or drama is essential in answering the contextual. It is advisable to read the book rather than watch the movie. The book is more nuanced rather than the movie.
- For example: the first question on an extract assesses whether you can place the extract in context – When does this happen in the play? What has led to this?
- Structure your answers based on the levels of the questions.

❖ Take note of the mark scheme. Always provide two ideas for two marks and a critical discussion/ comment for the third mark.

The following elements need to be taught and understood.

❖ Intention: Is the reason for writing or the purpose of the passage. Why did the author write what he did? Often authors have a message about life, about human psychology and human relations which they try to convey. Every detail of the story is chosen in order to allow this message to be most effectively conveyed: the characters, the plot, the narrator and style all combine to achieve this goal.

❖ Style is the way the novel is written. What words and types of sentences are used? What imagery and linguistic devices are used? Some possible styles are:

- Narrative Factual and informative
- Humorous and light- hearted
- Tongue-in-cheek
- Sophisticated
- Technical and full of jargon
- Poetic and figurative

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Consider the following linguistic devices when commenting on the writer's style.

- Sentence structure, length of sentences, sentence variation, and sentence positioning.
- The use of sensory details, figurative language, and other literary devices
- The use of sound devices–alliteration, onomatopoeia, rhythm and repetition
- The use of dialogue and punctuation
- Diction, Word choice (pronouns, jargon)
- Irony
- Tone.
- Attitude and Mood
- Atmosphere

- Underline the instructional verbs in the question. These verbs will help you to respond appropriately to the question. Avoid generalized, vague and unsubstantiated responses. It is good practice to use the diction from the extract to substantiate your viewpoint. [PEEL METHOD]
- Use the character's name instead of pronouns to avoid ambiguity. Learn to spell the names of the characters correctly.
- Mark allocation guides the length of responses. Distinct and relevant points per mark.
- In answering the contextual questions, your answers must be concise and precise and grounded in either the extracts or the wider context of the novel or drama.
- The comparison question must include both extracts in your response.
- Always substantiate responses with suitable/ relevant EVIDENCE from the texts.

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NO	QUESTION TYPE	SUGGESTED APPROACH
1.	**Extract in context**	A discussion of events leading up to and concluding where the extract ends.
2.	**Refer to line ----** **Explain the meaning in context/** **Discuss the implication in context…**	Read the extract and note the significance of the quoted line in the extract. Discuss the meaning in the context of the extract. The extract is used as a springboard into the wider context of the novel. It is important to quote relevant words from the extract to substantiate your viewpoint.
3.	**Comment on the significance**…novel as a whole	Examine and analyse the diction for its symbolic reference/ importance in the novel. Say something meaningful /special about the diction. The significance of something can be either implicit or explicit- meaning it can be clear or only known with a deeper understanding of issues in the text. Discuss the implicit and explicit meanings.
4	**Critically discuss ...**	You must go beyond the text whenever you see "Critically discuss" – read between the lines. The key word here is 'CRITICAL' Level 5 – HEAD/HEART – Evaluation. Refer to both the extracts when making value judgements.

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5. I know the following: Paper 2 – Literature

Checklist

I know the following: Paper 2 – Literature	YES	NO
Title and author		
The plot/story		
The setting		
The names of the characters		
The role of each character		
Relationships between characters		
Character development, growth		
Protagonist and antagonist		
Themes or messages		
Events – causes and consequences		
Meanings of words in context		
Figures of speech and the effect thereof		
Effect of punctuation on meaning		
Irony and dramatic irony		
Important quotes (Shakespeare) – know at least 3–5		

6. SUGGESTED ANSWERS TO PRACTICE EXERCISES

Her body looms above him like a hill (*The Zulu Girl* – R Campbell)

1. What impression is created about the mother in 'Her body looms above him'?

'Looms' conveys the idea of something rising above one. Here it is the mother whose body rises above the child. The impression thus created is that she is protective over her child. (2)

2 A frost came in the night and stole my world
And left this changeling for it – a precocious image of
spring, too brilliant to be true (*A Hard Frost* – CD Lewis)

What impression about the place does the speaker create in the above words?

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The words 'stole' and 'changeling' suggest a sudden and ominous disruption to an ordered world. Then 'precocious' and 'too brilliant' refer to the beauty of the change caused by the frost that fell overnight. Thus, the impression created is that the place is stunningly beautiful. (2)

3 Thy tears that touched my heart, child, Felix, poor Felix Randal
(*Felix Randal* – GM Hopkins)

What impression of the speaker is created in the above words?

The words 'touched' and 'my heart' convey the emotional impact that Felix Randal has on the speaker. The word ''poor' Felix' shows his sympathy for Felix Randal. Thus the impression created about the speaker is that he is a soft, gentle person who cares for those who are ill and who is deeply affected by Felix Randal's impending death. (2)

PRACTICE EXERCISE: Poetry questions on 'comment'

1 He was my North, my South, my East and West (*Funeral Blues,* by WH Audenl)

Comment on the appropriateness of this line in the context of the poem.

In this line the four cardinal points of the compass are mentioned. The poem deals with the devastation that the speaker feels on the death of his friend. Thus, this line is appropriate as it clearly conveys that the speaker's friend has lost his direction in life now that his friend has died. (3)

2 Mockery spring, to lend this bridal gear
For a few hours to a raw country maid (*A Hard Frost*, by CD Lewis)

Comment on the appropriateness of this image in the context of the poem.

In this image the surrounding countryside transformed by the frost is compared to an unsophisticated, unrefined girl from the backwoods, made temporarily beautiful with exquisite bridal dress. Once her bridal dress is removed she will revert to her unattractive self. This is an appropriate image as the poem deals with the transient beauty of the countryside transformed by the frost which will melt quickly. (3)

3 And I saw it was filled with graves,
And tomb-stones where flowers should be
And Priests in black gowns, were walking their rounds,
And binding with briars, my joys and desires (*The Garden of Love,* by W Blake)

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Comment on the effect of the repetition of 'And' in these lines.

The repetition of 'And', which appears in the beginning of the lines, emphasises the negative, death-like (tombstones) effect that the priests, and by implication, religion, has on the lives of people. This points out how the church has blighted all that is joyful and pleasurable in the lives of the people. (3)

4 Then without waiting we ran to the open space
Ululating to the mountains and the pathways
Calling people from all the circles of the earth (*First Day After the War,* by M Kunene)

Comment on the tone of this stanza in relation to the title, *First Day After the War.*

There is a tone of joy and jubilance in this stanza ('without waiting we ran', 'ululating'). This tone of joy points out how the people celebrate after having been suppressed and fearful for so many years. The title tells us that this is the first day of freedom, hence the happiness of the people. (3)

PRACTICE EXERCISE: Poetry questions on 'discuss' and 'critically discuss'

1 A girl flings down her hoe, and from her shoulder
Unslings her child tormented by flies (*Zulu Girl*, by R Campbell)
Critically discuss how these lines convey the speaker's attitude toward the Zulu girl.

In these lines, the Zulu girl is clearly resentful of the hard, manual labour she is engaged in and the suffering endured by her child who is pestered by the flies. She does not even have someone to look after her child while she works. The fact that the speaker notices this tells us that he feels sorry for her and her hard life filled with poverty. (3)

2 Yet if you should forget me for a while
And afterwards remember, do not grieve (*Remember*, by C Rossetti)

Discuss what the speaker's tone in these lines conveys about her attitude to her beloved.

The speaker has adopted a tone of calm acceptance of the fact that it is natural for one to be forgotten after death. His tone is also one of reassurance towards her beloved not to feel guilty for forgetting her in the future. This tells us that her attitude is one of love and concern for her beloved. She wants him to be happy when she is no longer there. (3)

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3 Pregnant clouds
Ride stately on its back,
Gathering to perch on hills
Like sinister dark wings (*An African Thunderstorm*, by D Rubadri)

Discuss the appropriateness of the image in these lines in the context of the poem.

In this image the clouds are depicted as, firstly, being heavy with rain (pregnant), and secondly, as a dangerous winged creature preparing itself to attack the villagers. The image is appropriate as the impending danger it implies reinforces what the poem points out: the imminent arrival of a fierce, destructive storm. (3)

PRACTICE EXERCISE: Poetry questions on 'diction'

1 That is why our music is so sweet (*An African Elegy*, by B. Okiri) What does the diction in this line convey about the people mentioned in the poem?

The words 'music' and 'sweet' carry happy connotations of pleasing sounds. This tells us that the people are happy and contented and that they approach obstacles with a positive attitude. (2)

2 Full gorged they chose their roost
keeping the hollowed
in easy range of cold
telescopic eyes (*Vultures,* by C Achebe)

What does the word 'cold' suggest about the speaker's view of the vultures?

'Cold' suggests something that is ruthless and brutal. This clearly describes the vultures that have no compunctions about feasting on a human body. This suggests that the speaker looks at the vultures with disgust and perhaps an element of hatred for the way in which it is ready to eat any dead flesh. (2)

a. The curbed ferocity of beaten tribes,
The sullen dignity of their defeat (*Zulu Girl*, by R Campbell)

Suggest a reason for the speaker's describing the dignity of the tribes as 'sullen'.

'Sullen' suggests an element of hostility in the people. The speaker describes the dignity of the people as being 'sullen' to convey that they have not accepted their defeat, but are aware that they are powerless to do anything about it at present. (2)

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PRACTICE EXERCISE: Poetry questions on 'mood'

10.1 Then without waiting we ran to the open space
Ululating to the mountains and the pathways
Calling people from all the circles of the earth

(*First Day After the War*, by Mazisi Kunene)

What does the word, 'Ululating' (line 7) indicate about the mood in the village?

'Ululating' is a loud and sustained expression which conveys great joy. This tells us that the villagers are very happy and in a celebratory mood as the terrible war has just ended. The mood is one of victory. (2)

10.2 Let aeroplanes circle moaning overhead
Scribbling on the sky the message 'He is Dead'.
Put crepe bows round the white necks of the public doves,
Let the traffic policemen wear black cotton gloves

(*Funeral Blues*, by WH Auden)

Explain how these lines contribute to the mood of the poem.

These lines contain words associated with great sorrow: 'moaning', 'dead', 'black'. The poem conveys the unbearable grief the speaker feels at the loss of his friend. Therefore, these lines reinforce the mood of grief and loss. (2)

PRACTICE EXERCISE: Poetry questions on 'central idea'

1 Better by far you should forget and smile
Than that you should remember and be sad (*Remember*, by C Rossetti)

Discuss how the tone of the rhyming couplet reinforces the central idea of the poem.

The speaker's tone in the rhyming couplet is a balanced and mature tone in which she reassures her beloved that it is better to smile that be sad over her death. This reinforces the central idea of the poem which points out that it is natural to move on in life after the death of a loved one and that one should not to feel guilty for forgetting her in the future. (3)

2 Nothing which we are to perceive in this world equals
the power of your intense fragility,
whose texture compels me with the colour of its countries,
rendering death and forever with each breathing

(*somewhere i have never travelled*, Ee eCummings)

Show how this stanza conveys the central idea of the poem.

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In this stanza, the speaker refers to the fragility and beauty of his beloved which cannot be equaled by any other experience. The central idea of the poem is the intense love and devotion that the speaker feels for his beloved who exercises such power over him by her beauty. Thus, this stanza reinforces the central idea of the poem. (3)

3. This seeing the sick endears them to us, us too it endears.
My tongue had taught thee comfort, touch had quenched thy tears,
Thy tears that touched my heart, child, Felix, poor Felix Randal

(*Felix Randal*, by GM Hopkins)

Discuss how the diction in this stanza reinforces the central idea of the poem.

The repetition of 'endears' tells us that the speaker is warm and loving towards Felix Randal 'Quenched thy tears' conveys the comfort that the speaker offered Felix. Referring to a grown man as 'child' also suggests the tenderness the speaker feels for the dying Felix. The poem deals with the deep bond that exists between the farrier and the speaker, the priest. Therefore, the diction reinforces this bond. (3)

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NOTE TO THE TEACHER

Understanding the Question Structure – Barrett's Taxonomy

See below for the explanation of this table.

Level 1	Level 2	Level 3	Level 4	Level 5
HERE		**HIDDEN**	**HEAD / HEART**	
Literal	Re-organisational	Inference	Evaluation	Appreciation
40%		40%	20%	
PEELS = **P**oint, **E**xample, **E**xplain, **L**ink, **S**ubstantiate				
Point and **E**xample		**E**xplain	**L**ink and **S**ubstantiate (offer personal opinion)	
Although we have isolated the levels, levels are usually integrated in a question.				

It is necessary to know that the questions set in the examination paper cover the following cognitive levels:

1. 40% from Barrett's level 1 and 2. These answers can be found HERE – in the text.
2. 40% from Barrett's level 3. The answers to these questions are HIDDEN in the text and you will use your knowledge of English to explain your answer.
3. 20% from Barrett's level 4 and 5. The answer to these questions requires a personal response and opinion (HEART) as well as thoughtful, skilful consideration (HEAD) and substantiation. There needs to be an EVALUATION element in your response which shows the marker that you can ENGAGE with the text critically. You need to USE THE TEXT as a basis to respond on aspects you see in the world – CRITICAL ENGAGEMENT.

NOTE: the 2 and 3 mark questions usually have a combination of levels. Even within a 'difficult question' there is an easier level and all candidates should therefore score at least some marks.

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MESSAGE TO GRADE 12 LEARNERS FROM THE WRITERS

Only YOU – hold the pen in the finals.
Only YOU – can write this examination.
Only YOU – can make it happen.
Only YOU – can do it!
We believe in YOU!

There comes a time, when the player has to put into practice all that he has prepared. Are you fit enough, prepared enough? This little poem encapsulates all that we wish for you.

If you want a thing bad enough
To go out and FIGHT for it,
Work day and NIGHT for it,
Give up your time
and sleep for it...

If you're prepared to
SWEAT for it,
FRET for it,
PLAN for it,
Lose all your terror of
MAN for it,

THEN, HEY! You'll GET it!

If you take this booklet and use it,
might improve your marks a bit.

We know you can excel.
Good luck, from
Jayshree, Wolfie, Rodelle and the P2 team.

(Les Brown – adapted)

Thank you

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