



Western Cape
Government

Education

Directorate: Curriculum FET

TELEMATICS 2021

**English Home Language
Grade 12**

FOREWORD

Dear Grade 12 Learner

Welcome to the Telematics teaching and learning programme of 2019. We want to encourage you to make full use of this additional learning programme by attending all broadcasts, working with the presenters and doing additional work on your own at home. The purpose of the programme is not to replace your teacher. The presenters are expert teachers and have been specially selected. The success of the project and your success will depend on your level of participation and commitment before, during and after each broadcast. A useful site to visit is the Moodle website. There are a number of interactive activities to help you. Ask your teacher to show you how to log in.

Refer to the next page for the broadcast schedule.

Please bring the following to each broadcast:

- A note book and pen / pencil
- This learner resource booklet
- Your literature study texts when needed: poetry / drama / novel
- Your text book when needed for specific broadcasts

Refer to EDUMEDIA for previous Telematics broadcasts.

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I wish you well with your preparation for the examination. Success is within your grasp if you believe in yourself, apply your mind and work hard consistently.

F. Haffejee

DCES - SENIOR CURRICULUM PLANNER: ENGLISH

DATE: 07 January 2021

Self-assessment

Identify and match the correct explanation for the different literary features / terms of poetry.

	Literary features/terms		Explanations
1.	figurative meaning	A.	a deliberate exaggeration (e.g. to describe something in such a way that it seems much bigger than it really is: 'He gave me a mountainous plate of food.')
2.	literal meaning	B.	using one thing to describe another thing which has similar qualities (e.g. 'Education is the key to success.')
3.	mood	C.	the use of a part to represent the whole or the use of one item to stand for another with which it has become associated
4.	theme and message	D.	the use of words to recreate the sounds they describe
5.	imagery	E.	a combination of words with contradictory meanings, used deliberately for effect; it's usually formed by using an adjective to qualify a noun with an opposite meaning (e.g. an open secret)
6.	figures of speech	F.	an apparently self – contradictory statement or one that seems in conflict with logic; lying behind the superficial contradiction there is logic or reason
7.	anticlimax	G.	attributing human characteristics to non – human things
8.	antithesis	H.	a play on words which are identical or similar in sound in order to create humour
9.	contrast	I.	an ironic expression <i>or tone of voice</i> which is used in order to be unkind or offensive or to make fun of someone
10.	euphemism	J.	the use of ridicule, sarcasm, and irony to comment critically on society or an individual or a situation
11.	hyperbole	K.	Words or phrases used in a non – literal way to create a desired effect. E.g. associative or connotative meaning; representational
12.	metaphor	L.	The plainest, most direct meaning that can be attributed to words
13.	metonymy	M.	atmosphere or emotion in written texts; it shows the feeling or the frame of mind of the characters; it also refers to the atmosphere produced by visual, audio or multi – media texts

14	onomatopoeia	N.	the central/ main idea or ideas of a literary text; a text may contain several themes and these may not be explicit or obvious
15	oxymoron	O.	Words, phrases, and sentences which create images in our minds, such as similes, metaphors, personification
16	paradox	P.	Word, phrase or sentence that (1) presents a "figure" to the mind of the reader, (2) presents an imaginative or unusual use of words that the reader is not to take literally, or (3) presents a special arrangement or use of words or word sounds that create an unusual effect. E.G. antithesis, simile, metaphor,
17	personification	Q.	when an expectation of some high point of importance or excitement is not fulfilled or the seriousness of a literary plot is suddenly lost as a result of a comical, digressive or meaningless event
18	pun	R.	the expression of two opposed or different ideas in balanced contrast (e.g. 'more haste, less speed')
19	sarcasm	S.	to consider the way in which things differ
20	satire	T.	a mild or vague expression substituted for a thought <i>or word</i> which is felt to be too harsh or direct
21	simile	U.	connecting/transition words: It is to create a smooth flow of thoughts.
22	symbol	V.	If there isn't any indication, or enough, you don't know how to read it. Where do you pause? Where do you continue into the next line? Where do you stop all together and then go to the next line?
23	synecdoche	W.	group of words repeated at key intervals in a poem
24	understatement	X.	repeating a word, phrase, line, or stanza multiple times within the poem.
25	word choice / diction	Y.	alliteration, consonance, assonance, rhyme, rhythm
26	tone	Z.	a pattern of sound that includes the repetition of consonant sounds. The repetition can be located at the beginning of successive words or inside the word
27	rhetorical devices	AA.	is very similar to alliteration, but the distinction between the two lies in the

			placement of the sounds. It is not the repeated sound at the start of the words, in most cases, it at the end sound
28	emotional responses	BB.	Is the repetition of vowel sound in words that are close together
29	lines	CC.	words or lines of poetry that end with the same sound including a vowel that are close together in a poem.
30	words	DD.	a regular and repeated pattern of sounds
31	stanzas / verses	EE.	also called <u>rhythm</u> or tempo, is a term used to describe the flow of events in a <u>text</u> .
32	links	FF.	carrying the sense of one line of verse over to the next line without a pause.

Session 1: Poetry

Most important questions to ask when studying poetry

- **What** does the poem tell you? Look for a central opposition in the poem.
- **Who** speaks and with **whom**?
- **How** is it conveyed / told?

How to approach a poetry question?

- Look at the title of the poem – the meaning in relation to the poem as a whole.
- Look at the poet's name – who is the poet, when did he/she live, what famous themes does that poet usually write about?
- Read through the poem and try to figure out what the general idea or theme is.
 - Themes are things that the poet feels strongly about, and may be influenced by his/her personal beliefs and experiences. It is often introduced in the opening sequence of the work and is known as the exposition.
 - Common themes: Love, hatred, friendship, betrayal, loss, heroism, jealousy, racism, sexism, materialism, religion, crime, war
- Begin to look at the details of the poem, trying to see how the poet brings his theme to life
- Look at another section of the poem, trying to see how the poem is progressing
- Look at how the poem concludes
- Sum up your sense of the poem as a whole, and your sense of the writer
- Look at the structure of the poem - how is it arranged into lines, stanzas and rhyme scheme?
- Look at diction (choice of words). Try to understand the meaning of difficult words by looking at the context in which they are used.
- Positioning of words and word order - sometimes unusual word order is used to emphasise an idea or theme.

- Look at figures of speech and sound devices.
- What is the mood of the poem? Ask yourself what feeling / emotion does the poet/speaker express in the poem or what atmosphere is created.
- Read questions carefully and look at the **mark allocation**.

What to do with the question?

1. **Account for = Why?**
 - Give reasons for / explain why things are as they are
2. **Discuss**
 - Analyse, using various arguments for and against
 - Examine in detail, bringing in related facts or arguments
3. **Comment on**
Relevant possibilities include:
 - explanation of allusions (references) or difficult words
 - linking with the context or main themes
 - connotations and impressions
 - establish the effect / significance / irony / ambiguity / level of language etc
4. **Explain?**
 - To make clear, by means of examples or description
5. **Identify:**
 - Give the most important characteristics of
6. **Illustrate:**
 - Explain or make clear by concrete examples, comparisons or analogies.

Sample contextual questions for Home Language – apply the instructional verbs

(DBE English HL P2 NSC November 2017)

QUESTION 3: POETRY CONTEXTUAL QUESTION

THE ZULU GIRL – Roy Campbell

1 When in the sun the hot red acres smoulder,
2 Down where the sweating gang its labour plies,
3 A girl flings down her hoe, and from her shoulder
4 Unslings her child tormented by the flies.
5 She takes him to a ring of shadow pooled
6 By thorn-trees: purpled with the blood of ticks,
7 While her sharp nails, in slow caresses ruled,
8 Prowl through his hair with sharp electric clicks.
9 His sleepy mouth plugged by the heavy nipple,
10 Tugs like a puppy, grunting as he feeds:
11 Through his frail nerves her own deep languors ripple
12 Like a broad river sighing through its reeds.
13 Yet in that drowsy stream his flesh imbibes
14 An old unquenched unsmotherable heat –
15 The curbed ferocity of beaten tribes,
16 The sullen dignity of their defeat.
17 Her body looms above him like a hill
18 Within whose shade a village lies at rest,
19 Or the first cloud so terrible and still
20 That bears the coming harvest in its breast.

3.1 Refer to line 1: 'When in the sun the hot red acres smoulder'.

How does this line set the initial mood of the poem? (2)

3.2 Explain what the word, 'flings' (line 3) suggests about the girl's state of mind. (2)

3.3 Refer to line 11: 'Through his frail nerves her own deep languors ripple'.

Discuss the significance of this description in the context of the poem. (3)

3.4 The concluding stanza offers visions of the future.

Do you agree with this statement? Justify your response by referring to imagery and/or diction.

(3)
[10]

'THE ZULU GIRL' – Roy Campbell

- 3.1 The mood is oppressive/unforgiving/foreboding/unbearable/stifling because of the extreme heat and discomfort experienced by the girl and the labourers.

[Award 2 marks only if mood is discussed.] (2)

- 3.2 The girl is part of a gang of labourers working under extreme conditions, and this action can be viewed as exasperated and an act of defiance against authority. The girl is exhausted by her physical activity and her exhaustion is compounded by having to carry her child while she works.

[Award 2 marks for two relevant and distinct points.] (2)

- 3.3 The act of breast feeding not only provides nourishment for the child but also transmits to him the mother's feelings and attitude. The word, 'languors' suggests that the mother is weary and despairing of the situation in which she finds herself. It might suggest that the mother transmits her strength to the child so that one day he will free his people from oppression.

Alternatively, it might be suggested that there is a sense of calmness/tenderness, at least for the present. Her innermost emotions are conveyed during this time of intimacy.

[Award 3 marks for two ideas well discussed.] (3)

- 3.4 **YES.**

The mother represents the two visions the oppressed people of South Africa have. As the 'hill', she 'looms' over them, protecting her people who are 'a village ... at rest', implying that they will remain quietly accepting of their position. Alternatively, she is 'the cloud', bringing a 'terrible' storm which will result in a 'coming harvest'. This implies the rising up of the people against their oppressors.

OR

NO.

[A 'No' response is unlikely. However, treat all responses on their merits.]

[Award 3 marks only if reference is made to imagery and/or diction.] (3)
[10]

Practise writing out your answers to the poem below. Use the responses above to guide you.

About this poem

- Kunene wrote this poem whilst South Africa was still in the grips of the apartheid regime; but he was imagining what life would be like beyond the struggle.
- It is part of a group of poems that make use of recurring images of harvest festivals, celebration, dawn, light, flowers and birdsong.

First Day After the War

Mazisi Kunene

We heard the songs of a wedding party.
We saw a soft light
Coiling round the young blades of grass
At first we hesitated, then we saw her footprints,
Her face emerged, then her eyes of freedom! 5
She woke us up with a smile saying,
'What day is this that comes so suddenly?'
We said, 'It is the first day after the war.'
Then without waiting we ran to the open space 10
Ululating to the mountains and the pathways
Calling people from all the circles of the earth.
We shook up the old man demanding a festival.
We asked for all the first fruits of the season
We held hands with a stranger
We shouted across the waterfalls 15
People came from all lands
It was the first day of peace.
We saw our Ancestors traveling tall on the horizon.

- 1.1 Refer to lines 1-3: 'We heard the songs Young blades of grass'
How do these lines set the initial mood of the poem? (2)
- 1.2 Explain what the use of the phrase, ' Ululating to the mountains' reveals
About eh speaker's state of mind. (2)
- 1.3 Refer to lines 4-7: 'then we saw her footprints ... comes so suddenly'
Discuss the significance of this description in the context of the poem. (3)
- 1.4 This poem is a reminder of the role the past plays in shaping our future.
Critically discuss how the poet conveys that message. (3)

QR Codes for English

African thunderstorm		
		



POETRY ESSAY AND CONTEXTUAL: GUIDELINES

- Essay can be an option. Most candidates avoid it but topics can be straightforward and is ONE question rather than four questions on a particular topic. Candidates often struggle with some of the higher-order poetry questions and lost marks.
- Teach poems according to the following descriptors: **Central argument**; **Diction**; **Imagery**; **Tone**; **Structure**. These obviously must relate to how they support the poet's central ideas and arguments (i.e. generic statements on the sonnet structure don't get marks)
- All descriptors need equal attention: separate paragraphs for each descriptor with clear signposting can be really useful in terms of the candidate's engagement with the topic

Poetry literary essay:

This essay will be a shorter version. The structure of this literary essay is exactly the same as a prose literary essay.

REMEMBER:

- Write in the third (objective) person.
- Write in the present tense. (you are analysing the set work today)
- Every argument **MUST** be supported from the poem.
- Introduction and conclusion paragraph briefly rephrases question to show your point of view. (do you agree or not)
- Create a mind-map that contains the key aspects of the question. Under each aspect, identify examples from the poem to support aspect.
- Do not pass judgement (good/bad poem), only state whether the poet was successful as stated in question.
- Do not just retell what the poem is about or the historic background thereof, stick to the question.
- Incorporate your knowledge of poetic devices. (so learn them and know them well!!!!)
- Write in paragraphs and logically.
- Stick to the word count, so avoid repetition and unnecessary examples.

General:

- Consider the title in terms of meaning
- "flow of poem" important (run-on lines / enjambment)
- **Central argument** = main idea/ message /

- **Diction** = words (connotations and associations. Start with positive / negative but note that these are very general terms so aim to be far more specific)
- **Imagery** = mental map/ “picture”; also refers to figurative language
- **Mood** = emotional feel / atmosphere
- **Tone** = the way something is said; NB in a play / dialogue we examine context and situation in order to identify tone (or subtext, i.e. the way something is said or uttered). In poetry, it is derived from the poet’s treatment of his or her subject matter; connects with attitude
- **Structure** = the form of the poem (e.g. sonnet); the shape of the stanzas, the use of rhyme, rhythm, stand-alone lines or stanzas; free verse; .

Question types:

- **Account for** = give the reasons / state purpose
- **Explain** = give detailed reasons often used in “entry level questions”
- **Describe** = provide defining characteristics
- **Discuss** = debate / give a range of reasons / (implies that there is more than one type of answer)
- **Effectiveness** = how an image / choice of word / event / can contribute to the poem’s overall purpose or “intention”: includes stating what figures of speech have been used (if any); what point is made; what does it add to the poem’s overall idea(s)
 - **Evaluate** = outline the positives and negatives
 - **Comment** = looking critically at the significance of something
- **Critically** = any “criticism” in literature study involves the following areas: its overall effectiveness; character and thematic analysis; symbols; life lessons. Open-ended interpretation and figurative / symbolising is implied/ required. In poetry, generally used to (a) discuss how an image / idea / word works in a specific context; not necessarily implying a “debate” (as one would do in a literature essay); (b) evaluating something in terms of the kind of message (positive or negative; universal or personal)

QUESTION 1: POETRY ESSAY

	MOTHO KE MOTHO KA BATHO BABANG - Jeremy Cronin
	(A Person is a Person Because of Other People)
1	By holding my mirror out of the window I see
2	Clear to the end of the passage.
3	There's a person down there.
4	A prisoner polishing a door handle.
5	In the mirror I see him see
6	My face in the mirror,
7	I see the fingertips of his free hand
8	Bunch together, as if to make
9	An object the size of a badge
10	Which travels up to his forehead
11	The place of an imaginary cap.
12	(This means: A <i>warder</i> .)
13	Two fingers are extended in a vee
14	And wiggle like two antennae.

15	(He's being watched.)
16	A finger of his free hand makes a watch-hand's arc
17	On the wrist of his polishing arm without
18	Disrupting the slow-slow rhythm of his work.
19	(<i>Later. Maybe, later we can speak.</i>)
20	<i>Hey! Wat maak jy daar?</i>
21	—a voice from around the corner.
22	<i>No. Just polishing baas.</i>
23	He turns his back to me, now watch
24	His free hand, the talkative one,
25	Slips quietly behind
26	— <i>Strength brother, it says,</i>
27	In my mirror,
28	A black fist.

“The poet draws our attention in an effective way to the ultimate triumph of human partnership when faced with hardship.”

With reference to the poem’s structure, imagery and tone, discuss how the above statement is reflected in the poem.

[10]

Use the following framework to answer this question. There is no need to write full sentences:

Introduction:

Diction:

Structure:

Tone:

Conclusion:

SECTION A: Assessment rubric for literary essay: Poetry (10 Marks)

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

Answering Contextual Questions

Instructional Verbs

Explain	In explanatory answers it is imperative that you clarify and interpret the material you present. In such an answer it is best to state the 'how' or 'why', reconcile any differences in opinion, and, where possible, state causes. The aim is to make plain the circumstances which give rise to whatever you are examining.
Comment on	Present an informed opinion on ...
Discuss	The term discuss, directs you to examine, analyse carefully, and present considerations in favour and against a particular issue/point. This type of question call for a complete and entailed answer. This is to say, that your response requires you to investigate by argument. You should sift through the arguments and the evidence to support them, giving reasons for and against both sides and examine the implications. This could mean that you might need to provide evidence even for the 'side' you do not support, using evidence from the text.
Justify	When you are instructed to justify your answer you must prove or show adequate grounds for a decision or conclusion by supporting it with sufficient evidence and argument. In such a response, evidence must be presented in convincing form.
Critically discuss	Express your judgement based on careful consideration of the evidence for and against something. Discuss the limitations and merits of something. Always provide supporting evidence from the text.

Hamlet – William Shakespeare

QUESTION 11: HAMLET – CONTEXTUAL QUESTION

Read the extracts below and then answer the questions that follow.

EXTRACT E

HORATIO Not I, my lord, by heaven.	
MARCELLUS Nor I, my lord.	
HAMLET How say you then, would heart of man once think it?	
But you'll be secret?	5
HORATIO AND MARCELLUS Ay, by heaven, my lord.	
HAMLET There's ne'er a villain dwelling in all Denmark But he's an arrant knave.	
HORATIO There needs no ghost, my lord, come from the grave	10
To tell us this.	
HAMLET Why, right, you are i'th' right, And so without more circumstance at all I hold it fit that we shake hands and part, You as your business and desires shall point you – For every man has business and desire, Such as it is – and for mine own poor part, Look you, I'll go pray.	15
...	

HORATIO	
O day and night, but this is wondrous strange!	
HAMLET	
And therefore as a stranger give it welcome.	20
There are more things in heaven and earth, Horatio,	
Than are dreamt of in our philosophy. But come,	
Here as before, never, so help you mercy,	
How strange or odd soe'er I bear myself –	
As I perchance hereafter shall think meet	25
To put an antic disposition on –	
That you at such time seeing me never shall,	
With arms encumbered thus, or this headshake,	
Or by pronouncing of some doubtful phrase	
As 'Well, we know' or 'We could an if we would',	30
Or 'If we list to speak', or 'There be, an if they might',	
Or such ambiguous giving out, to note	
That you know aught of me – this not to do,	
So grace and mercy at your most need help you,	
Swear.	35
	[Act 1, Scene 5]

- 11.1 Refer to line 5: 'But you'll be secret?'
Account for Hamlet's concern with secrecy at this point in the play. (3)
- 11.2 Explain the Ghost's motive in approaching Hamlet. (3)
- 11.3 Refer to lines 17–18: '– and for mine own poor part, /'Look you, I'll go pray.'
Discuss the extent to which it would be justifiable for the audience to pity Hamlet at this point in the play. (3)
- 11.4 Refer to line 26: 'To put an antic disposition on –'.
Critically comment on Hamlet's decision to pretend to be mad. (3)

AND

EXTRACT F

Enter GERTRUDE *and* POLONIUS

POLONIUS

He will come straight. Look you lay home to him.
Tell him his pranks have been too broad to bear with,
And that your grace hath screened and stood between
Much heat and him. I'll silence me e'en here.
Pray you be round with him.

5

HAMLET

(offstage) Mother, mother, mother!

GERTRUDE

I'll warrant you. Fear me not. Withdraw; I hear
him coming.

POLONIUS *hides behind the arras.* *Enter* HAMLET

10

HAMLET

Now, mother, what's the matter?

GERTRUDE

Hamlet, thou hast thy father much offended.

HAMLET

Mother, you have my father much offended.

GERTRUDE

Come, come, you answer with an idle tongue.

HAMLET

Go, go, you question with a wicked tongue.

15

GERTRUDE

Why, how now, Hamlet?

HAMLET

What's the matter now?

GERTRUDE

Have you forgot me?

HAMLET

No, by the rood, not so.

You are the Queen, your husband's brother's wife.
But – would you were not so – you are my mother.

20

GERTRUDE

Nay, then, I'll set those to you that can speak.

HAMLET

Come, come, and sit you down. You shall not
budge.

You go not till I set you up a glass

25

Where you may see the inmost part of you.

GERTRUDE

What wilt thou do? Thou wilt not murder me?

Help, help, ho!

POLONIUS

(behind the arras) What ho! Help, help, help!

HAMLET

How now, a rat? Dead for a ducat, dead.

30

He thrusts his sword through the arras

POLONIUS

O, I am slain!

GERTRUDE *(to HAMLET)*

O me, what hast thou done?

HAMLET

Nay, I know not. Is it the King?

GERTRUDE

O, what a rash and bloody deed is this!

35

HAMLET

A bloody deed – almost as bad, good mother,
As kill a king and marry with his brother.

[Act 3, Scene 4]

- 11.5 Refer to lines 4–5: 'And that your grace ...'/'Much heat and him.'
Suggest how Gertrude's later actions will validate this statement. (3)
- 11.6 Refer to line 12: 'Hamlet, thou hast thy father much offended.'
Comment on the irony of Gertrude's words. (3)
- 11.7 Refer to lines 23–26: 'Come, come, and ...'/'part of you.'
If you were the director of a production of *Hamlet*, how would you instruct the actor to deliver these lines? Justify your instructions with reference to both body language and tone. (3)
- 11.8 Using this extract as a starting point and drawing on your knowledge of the play as a whole, critically comment on the nature of betrayal as presented in the play. (4)

[25]

Suggested Answers:

QUESTION 11: *HAMLET* – CONTEXTUAL QUESTION

- 11.1 Hamlet is unsure of the reason for the Ghost's appearance and considers the possibility of the Ghost having malignant intentions. Hamlet realises that if Claudius knows about the Ghost's accusations, Hamlet's life would be in danger. Claudius will do everything in his power to maintain his throne.

[Award 3 marks for two ideas well discussed OR three distinct ideas.] (3)

- 11.2 The Ghost of King Hamlet wants Hamlet to know that he did not die of natural causes but was murdered. He names Claudius as his murderer and accuses him of seducing Gertrude and marrying her with such haste. The Ghost wants Hamlet to avenge his death.

[Award 3 marks for two ideas well discussed OR three distinct ideas.] (3)

- 11.3 The audience might pity Hamlet, who is young and feeling overwhelmed by the information he has just received. He finds it difficult to accept the Ghost's indictment without proof. He is already deeply disturbed about his mother's marriage to Claudius and is perhaps feeling insecure about his ability to handle the mammoth task imposed on him.

OR

Candidates might argue that one cannot pity Hamlet at this stage. He is angry about the union between Claudius and Gertrude and the Ghost offers him an opportunity to avenge his death. He ought therefore to grab the opportunity and react immediately to rectify a situation that he finds untenable.

[Accept mixed responses.]

[Award 3 marks for two ideas well discussed OR three ideas.] (3)

- 11.4 Hamlet's decision to feign madness serves as a useful weapon in his struggle against Claudius. It will allow him to gather information unobtrusively before he reacts to the Ghost's intimations. It will enable him to allay any suspicions that anyone might have while he plots his revenge.

Moreover, it is one of Hamlet's modes of procrastination in that he does not face what he regards as a distasteful/confusing/intimidating task.

Candidates might refer to Hamlet's feigned madness being a distraction to his seeking revenge.

[Award 3 marks for two ideas well discussed OR three ideas.] (3)

11.5 Gertrude will later defend Hamlet's killing of Polonius when she informs Claudius that Hamlet reacted to a noise that he had heard and was unaware that it was Polonius behind the arras. She downplays Hamlet's agitated and violent state of mind. She also warns him of the poisoned drink in an attempt to save him from Claudius's treachery.

[Award 3 marks for two ideas well discussed OR three ideas.] (3)

11.6 Gertrude chastises Hamlet for offending Claudius. Ironically, in his response, Hamlet indicates that it is his mother who has, in fact, offended *his* father, King Hamlet.

Furthermore, Hamlet feels that the offence is not his but hers because she not only married the man who murdered her husband, but also married him soon after her husband's death.

[Award 3 marks if one example of irony is identified and discussed.] (3)

11.7 Hamlet is very angry and violently confronts Gertrude and prevents her from leaving. He may push her toward a chair or even perhaps place his hand on his sword in a threatening manner. His tone might be threatening/angry/forceful/assertive. He wants Gertrude to acknowledge her betrayal of him and his father by marrying Claudius.

[Accept valid alternative responses.]

[The candidate's response should be convincing in context.]

[Award 3 marks only if the candidate refers to body language and tone, and includes a justification.] (3)

11.8 Betrayal has to do with breaking faith/trust for one's own benefit. In this extract, Hamlet feels that his mother has betrayed both him and his father. Claudius's killing of his brother betrays family loyalties and also defies the concept of the divine right of kings. Characters betray others for personal gain: Claudius's usurping of the throne; to curry favour, Rosencrantz and Guildenstern's agreeing to betray a friend; to assert control, Polonius's arranging to have Laertes spied upon.

[Candidates may make reference to other examples.]

[Award 4 marks only if reference is made to this extract and the play as a whole.]

(4)
[25]

How to approach an essay question

Here are some pointers on the three stages of writing an essay: preparing to write, writing the essay, and checking your work.

A) In preparing to write an essay on a work of literature:

- make sure you have done the necessary revision and preparation beforehand;
- where you have a choice of questions, pick one that you understand and like, and about which you have enough things to write;
- look carefully at the precise way in which the question has been phrased;
- identify the instruction words (that tell you what to do) and the key content words (what to cover in your essay);
- make a mind map (or some rough notes) on points to include in your essay;
- Note: your approach to the essay will differ depending on whether you are writing an essay for a homework assignment or writing one in a test or an examination. *If* you have the book with you, look for relevant sections of the novel and good quotations that you can use in supporting your main points (i.e. substantiating your essay).

B) In writing the essay itself:

- first consider which of your ideas belong together – how might you develop the structure and progression of your essay (or your argument);
- write an introduction to your essay that clearly introduces the reader to what the essay is about;
- form each paragraph around one of the main points that you would like to focus on
- state this point clearly, elaborate where necessary, and support the point with relevant evidence from the book;
- try to make coherent and logical transitions from one paragraph to the next;
- finish with a clear conclusion in which you sum up the main points made in your essay.

C) In checking your work:

- Read through your essay a few times, editing, rewriting and polishing where necessary:
- Have you indicated the title of the book with underlining or inverted commas?
- Have you avoided, where possible, using the first person pronoun “I”?
- Have you removed all vagueness and ambiguity?
- Have you written in a suitable register, avoiding slang and colloquialisms?
- Have you spelt the characters’ names and place names correctly?

QUESTION 10: HAMLET – ESSAY QUESTION

Hamlet is responsible for his own tragic fate.

Assess the validity of this statement.

Your response should take the form of a well-constructed essay of 400–450 words
(2–2½ pages).

[25]

Use this format to plan your essay:

Essay Planning Tool

Topic:

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General Ideas:

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Specific Examples:

Suggested Answer follows.

HAMLET – William Shakespeare

QUESTION 10: HAMLET – ESSAY QUESTION

- Below is the basis for answering this essay. Use the following as a guideline only. However, also allow for answers that are different, original and show evidence of critical thought and interpretation.
- A range of examples may be used by the candidates to support their arguments.
- Refer to page 24 for the rubric to assess this question.

A mixed response would demonstrate a comprehensive understanding of the text.

- Hamlet struggles to reconcile his conscience with the need to avenge his father's death. His dilemma is that he is prone to philosophic speculation and a desire to make judgements based on reason. He vacillates rather than reacts. While some might construe Hamlet's behaviour as weak and see him as responsible for his own fate, others might argue that Hamlet's vacillations are a consequence of his goodness.
 - Hamlet has no control over certain events: the murder of his father, Claudius's ascension to the throne and his marriage to Gertrude.
 - Hamlet acknowledges that fate plays a role in the way in which matters unfold: he says that 'there's a divinity that shapes our end'. This suggests that, although Hamlet's flaws may contribute to his downfall, there are elements beyond his control.
 - Fate plays a role when the ship Hamlet travels on is attacked by pirates, resulting in his being saved and returning to Denmark.
 - The machinations of Claudius, his collusion with Rosencrantz and Guildenstern, as well as with Polonius and Laertes, make it impossible for Hamlet to be held solely accountable for the tragic unfolding of events.
 - When Hamlet does act, he does so impulsively (e.g. the killing of Polonius and his role in the killing of Rosencrantz and Guildenstern). He avoids acting with premeditation. He struggles to react to the Ghost's request.
-
- Candidates might argue that Hamlet's assumed madness is a fatal error of judgement that contributes to the tragic consequences.
 - Candidates might argue that Hamlet is solely responsible for his fate because of his self-pitying attitude and his procrastination. The consequent train of events is a result of his failure to act timeously. He ought to have disclosed the presence of the Ghost to Gertrude and then perhaps events might have taken a different turn.
 - Candidates who argue that Hamlet has no control over events will focus on issues of fate and/or restrictive circumstances rather than Hamlet's decisions.

[Credit valid alternative responses.]

[25]

Useful links and QR Codes

Download the QR code reader in the App store on your phone or click on the link to view the videos

<u>QR code</u>	<u>Title</u>
	Video SparkNotes: Shakespeare's Hamlet Summary https://www.youtube.com/watch?v=t0CqUTmwKiM
	Shakespeare: Hamlet Summary https://www.youtube.com/watch?v=Ui9hTX6mfqg DK Books Published on May 1, 2015

Useful links in understanding Hamlet:

1. <https://www.quora.com/How-do-you-go-about-understanding-Hamlet>

Includes:

Here are four books that I found particularly helpful:

[Hamlet in Purgatory](#) gives you a religious context for the play.

[Hamlet and Revenge](#) helps you understand Elizabethan attitudes towards revenge.

['Hamlet' without Hamlet](#) helps you understand the political context of the play.

[What Happens in Hamlet](#) is a very good close reading of the text.

<https://labs.jstor.org/shakespeare/hamlet> - Folger Shakespeare Library