

2023 SUBJECT WORKBOOK

Grade 12



ENGLISH

HOME LANGUAGE

A joint initiative between the Western Cape Education Department and Stellenbosch University.



BROADCAST SESSIONS

GRADE 12

English Home Language

*Dear
Grade 12
Learner*

What a wonderful privilege we have to accompany you on your Matric journey in 2023. We know that your academic future might seem daunting and dangerous at this stage, but we can assure you that the Telematics team will be there to assist you.

Enrolling on the Telematics programme is part of your success and we know if you diligently follow the broadcasts and study the information, you will reap the reward. There is no secret to success; it is only hard work that will help you to attain the goal.

For many there are extremely challenging circumstances. We also do not know what the future might hold, but as your English team, we assure that you will benefit attending the sessions because our aim is to teach and enrich you. We also challenge you to assist one another so that everyone will graduate from school. Let us do this together.

Please come prepared to the above-mentioned broadcasts.

Kind regards
The Telematics Team

Session	Date	Time	Topic
Literature	24/01/2023	15h00-16h00	Poetry/Novel
Literature	17/04/2023	15h00-16h00	Poetry/Drama
Language	24/07/2023	15h00-16h00	Language



POETRY

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.
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- 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.



Poetry

ENGLISH HL

POETRY

Imagined Worlds: An Anthology of Poetry - Elise Varga; Clare McIntyre (eds)

No	Poem	Poet
1	Sonnet 130	William Shakespeare
2	The child who was shot dead by soldiers in Nyanga	Ingrid Jonker
3	At a Funeral	Dennis Brutus
4	Poem of Return	Jofre Rocha
5	Talk to the Peach Tree	Sipho Sepamla
6	Prayer to Masks	Léopold Sédar Senghor
7	This Winter Coming	Karen Press
8	Solitude	Ella Wheeler Wilcox
9	The Morning Sun is Shining	Olive Schreiner
10	It is a beautiful evening, calm and free	William Wordsworth
11	Fern Hill	Dylan Thomas
12	The Shipwreck	Emily Dickinson

Sonnet 130 – William Shakespeare

My mistress' eyes are nothing like the sun; 1
Coral is far more red than her lips' red;
If snow be white, why then her breasts are dun;
If hairs be wires, black wires grow on her head.
I have seen roses damask'd, red and white, 5
But no such roses see I in her cheeks;
And in some perfumes is there more delight
Than in the breath that from my mistress reeks.
I love to hear her speak, yet well I know
That music hath a far more pleasing sound; 10
I grant I never saw a goddess go;
My mistress, when she walks, treads on the ground:
And yet, by heaven, I think my love as rare
As any she belied with false compare. 14


TAKE NOTE

Poetry Essay Rubric

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

An essay on this poem should include the following points depending on the question:

A deep understanding of the poem: <ul style="list-style-type: none"> Lyrical poem – compares speaker’s beloved to a summer’s day, but the speaker points out that the summer’s day is often lacking ... short lived and too hot By contrast, the beloved is none of these things – she is temperate and immortalized by the enduring power of the poem. 	Form and structure <ul style="list-style-type: none"> Rhyme scheme, 14 line poem – Shakespearean sonnet – three quatrains and a rhyming couplet Note the swing/change in the sestet 	Poetic/language devices <ul style="list-style-type: none"> the use of the extended metaphor Personification of the sun evocative imagery 	Poetic/language devices <ul style="list-style-type: none"> the use of the extended metaphor Personification of the sun evocative imagery
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All of the above must be explored in detail.



POETRY ESSAY AND CONTEXTUAL: GUIDELINES

More about Section A: Poetry (Five questions: 4 seen poems, 1 unseen)

1. Poetry essay (250 – 300 words)

diction and / or imagery structure, depending on the poem punctuation
tone

Five paragraphs: introduction / three paragraphs of body / conclusion

2. Contextual questions

- In a contextual question, you are given the poem.
- You have to answer questions based on the poem.
- The questions will test your understanding of the poem.
- Some questions ask for your own opinion.

Question 1 (2)

Question 2 (2)

Question 3 (3) Technical question

Question 4 (3) Central idea of the poem

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.



What to do with the question?

1. Account for = Why?

- Give reasons for / explain why things are as they are / state purpose

1. Discuss

- Analyse, using various arguments for and against
- Examine in detail, bringing in related facts or arguments
- 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)
- Effectiveness = intended outcome

2. 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

1. Explain?

- To make clear, by means of examples or description • give detailed reasons often used in "entry level questions"

2. Identify:

- Give the most important characteristics of

3. Illustrate:

- Explain or make clear by concrete examples, comparisons or analogies.

4. 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)



SECTION B : THE NOVEL - 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;



How to approach an essay question

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?



An Example of a literary essay question

QUESTION 10: HAMLET – ESSAY QUESTION

Deception and manipulation are central to the tragic consequences in the play, Hamlet.

Critically discuss the extent to which you agree with the above statement.

Your response should take the form of a well-constructed essay of 400–450 words (2–2½ pages). [25]

Most characters engage in some form of deceptive and manipulative behaviour to achieve their own

ends which results in tragedy.

- Claudius appears to be a gracious man, an able and wise ruler; however, he is a corrupt, selfish, ruthless villain. To become king he has murdered his brother, King Hamlet, and seduced and married the former queen, Gertrude.
- While Claudius acts as a caring and concerned stepfather to Hamlet, he actually regards him as a threat. He uses Polonius and Ophelia to spy on Hamlet and recruits Rosencrantz and Guildenstern to discover the truth about Hamlet's behaviour.
- When Claudius realises that Hamlet knows the truth about King Hamlet's murder, he resorts to

treachery to get rid of Hamlet, first sending him to England to be killed and then conspiring with

Laertes to kill Hamlet. Claudius's actions lead to his own death, as well as the deaths of Hamlet, Gertrude and Laertes.

- To discover the truth about his father's murder, Hamlet assumes an antic disposition to deceive

Claudius; this allows him to investigate the ghost's claim and determine his course of revenge.

- Hamlet's extreme behaviour and pretence lead to his cruel rejection of Ophelia, whom he loves; he kills her father, Polonius, when he discovers him spying behind the arras and indirectly causes Ophelia's madness and subsequent death.

- *The Murder of Gonzago* is used by Hamlet to trick Claudius into revealing his guilt.

Claudius, realising that he has confirmed his culpability, plots to have Hamlet killed.

- Although Polonius appears to be a devoted parent, he is actually manipulative and deceitful. He forces Ophelia to break off her relationship with Hamlet, heartlessly informing her that Hamlet is merely toying with her affections. He also uses Ophelia to spy on Hamlet, which leads to Hamlet's callous rejection of her. After advising

Laertes on how to behave, he hypocritically sends Reynaldo to spy on Laertes.

- Ophelia deceives Hamlet by spying on him for Claudius and lying to him about Polonius's whereabouts. Her betrayal contributes to her madness and death.
- Hamlet's friends, Rosencrantz and Guildenstern, are manipulated by Claudius to betray him. He sends them to their deaths when he realises their treachery.
- Gertrude might have committed adultery with Claudius while still married to King Hamlet: the ghost refers to her as his 'most seeming virtuous queen'. She becomes a victim of Claudius's deception.

- After Hamlet confronts Gertrude with the truth and instructs her not to tell Claudius about his antic disposition, she deceives Claudius into believing that Hamlet is indeed mad and that he has killed Polonius in a fit of insanity.

- Laertes challenges Hamlet to a friendly duel; however, he has conspired with Claudius to kill Hamlet to avenge Polonius's death. This results in his own, as well as Hamlet's death.



Language Structures and Conventions – Paper 1

English Home Language Paper 1 is often the most daunting of the examination papers as there are a number of variables which you cannot predict, so it is vitally important that you are aware beforehand of the format of the paper and questions so that you might be able to predict and prepare for the types of question that you might receive.

Furthermore, as with any examination in any subject, it is crucial that you train yourself through past paper practice and reflection so that you understand the requirements of the paper, so that that element of the unknown is removed in the actual examination.

In an examination there are four basic elements that the examiner will look to test:

- a) **Understanding** – do you understand the content of the texts being presented and their impact on the viewer? This also involves your understanding of the diction (its meaning – denotation and connotation).
- b) **Prior knowledge** - have you learnt the necessary concepts and skills, for instance grammar, advertising techniques, visual literacy concepts etc?
- c) **Critical thinking** – Can you solve the language problem presented and be able to see and communicate the “bigger picture” of the text.
- d) **Application** – How well do you communicate your answers? Are your answers clear and well expressed so that the marker can clearly understand the point that you are trying to make, or are your answers ambiguous?



Question Paper “Awareness” and Analysis – There are always 5 Questions

Question 1 – Comprehension:

There will be two texts – a passage and a visual text.

Questions 1.1 – 1.8 will deal with Text A (Passage).

Question 1.9 and 1.10 will deal with Text B

Question 1.11 will compare the two texts. (30 marks)

Question 2 – Summary:

You will be required to write a paragraph in which you summarise 7 Points from the passage.

(10 marks)

Question 3 – Analysing Advertising:

Now 5 Questions of which two questions are language questions – either diction questions or sentence structure.

You must also know about advertising components and techniques.

Question 4 – Understanding other aspects of the media –

Cartoon Analysis:

the cartoon can range from 3 to 10 frames.

There are 4-5 questions of which two will be language questions.

Question 5 – Using language correctly:

these are grammar type questions and are generally similar from year to year. Look at a number of recent past papers and see which concepts are repeated – chances are they will be in your examination too.

Be prepared to go back to your Grade 8 and 9 Grammar notes to revise.



Comprehension

TYPES OF COMPREHENSION QUESTIONS

- ✓ GENERAL COMPREHENSION e.g. Account for the writer's feelings...
- ✓ VOCABULARY TYPE e.g. Explain what the writer means by...
- ✓ TECHNICAL TYPE e.g. Explain the writer's purpose in referring to statistics...
- ✓ COMPARATIVE QUESTION based on BOTH texts

IMPORTANT TERMS USED IN THE COMPREHENSION

Ambiguity	More than one meaning, one less obvious
Contradiction	Ideas which are opposed to one another
Irony	What appears to be is in contrast with what is actually the case
Paradox	Absurd or contradictory statement which proves to be true
Sarcasm	Use of irony as ridicule
Satire	Ridicule used to expose or criticize issues

UNDERSTANDING STYLE

*Style in literature is the **literary element that describes the ways that the author uses words** — the author's word choice, sentence structure, figurative language, and sentence arrangement all work together to establish mood, images, and meaning in the text.*

[Defining Style - Read Write Think https://www.readwritethink.org › definition_style]

UNDERSTANDING TONE

Tone is the author's attitude toward a subject. The tone can be identified by looking at word choices and phrases. Take time to look at the language. An author uses words to create meaning.

[<https://study.com/academy/lesson/understanding-tone-and-mood-in-a-reading-passage.html>]



Advertising

SECTION C: LANGUAGE STRUCTURES AND CONVENTIONS

What is an advertisement?

An advertisement is a public notice **PROMOTING** a **PRODUCT**, a **SERVICE**, an **OPPORTUNITY** or a **CAUSE**.

Advertisers use the **AIDA PRINCIPLES** to create advertisements that will convince the reader to take action and buy their product, service, etc.

PURPOSE OF ADVERTISING

The purpose of advertising is to persuade someone to buy a product (for example food or clothing); or to do something (for example, to stop smoking or to vote in an election). Advertisements also announce events (for example, Mandela Day or a sporting event) and inform the public about jobs or services that are available. These can be done through different types of media, eg. Websites (online), radio, television, newspaper, magazines, billboards and flyers.

3.1 ADVERTISING TERMINOLOGY

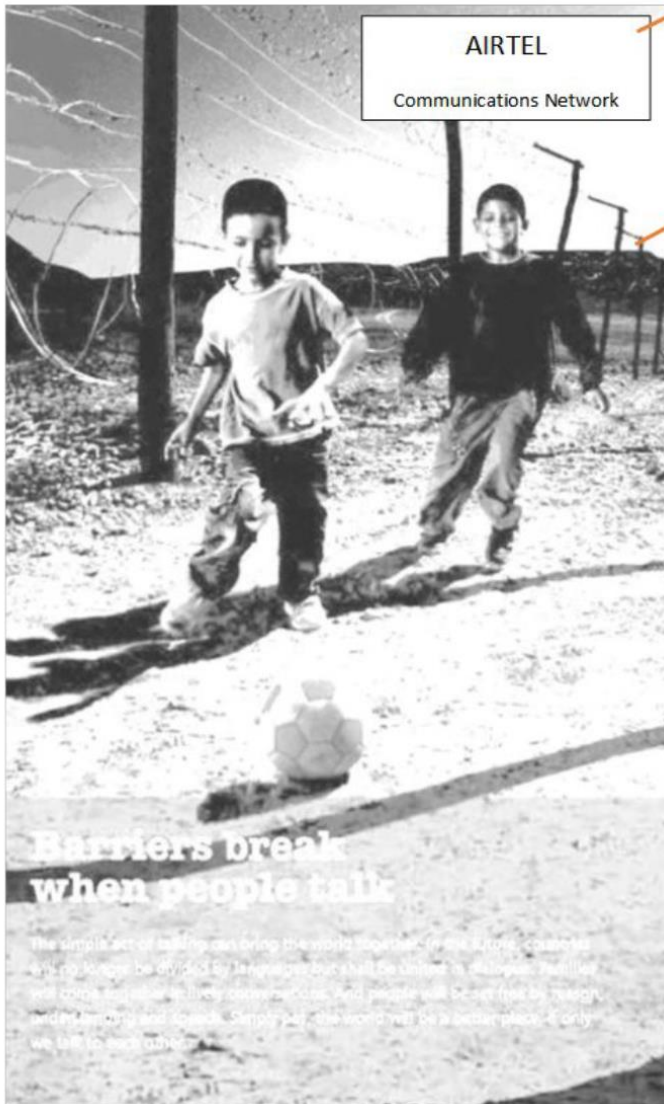
When you study advertisements, you should watch out for:	
Slogan/Catch Phrase:	Words that are linked to a product and that are easy to remember (for example, "Finger-licking good").
Logo/Symbol:	A visual design, sometimes including letters, words or symbols, that is the official sign of a company or organisation (for example, the Nike tick).
Font:	The style and shape of printed letters, often especially chosen for emphasis in advertisements or cartoons.
Target Market:	The type of people an advertisement wants to attract (for example, fashionable young people; wealthy business people).
Layout:	The way the advertisement is set out on the page so that certain words and pictures attract attention.
Language Use:	The choice of words and ways of saying things (for example, the use of slang to sell jeans to young buyers; formal language used to sell banking services to business people; dramatic language used to sell adventure equipment; repetition used to make the reader remember the message).
Figures of Speech:	The use of metaphor, simile, hyperbole (great exaggeration), onomatopoeia, puns, personification and alliteration (for example, hyperbole and alliteration used together: 'Betty bakes the best buns in the world').
Sound Devices:	Words chosen for the effect of their sounds (for example, onomatopoeia and alliteration used together: 'Shush, baby's sleeping, it's time for a soothing sip of rooibos tea').



Cartoon Study

Question 3

TEXT D



AIRTEL
Communications Network

Product Name and Type

Image; Graphic; Picture

Copy or Text

The text in small font reads as follows:
Barriers break when people talk
The simple act of talking can bring the world together. In the future, countries will no longer be divided by languages but shall be united in dialogue. Families will come together in lively conversations. And people will be set free by reason, understanding and speech. Simply put, the world will be a better place, if only we talk to each other.

Headline

Mark Allocation/ Indication of how many points to include.

QUESTIONS: TEXT D

Verb – What does the examiner need?

Key words/ Context

- 3.1 'Barriers break/when people talk'
Explain how this **headline** is intended to **influence** the reader. (2)
- 3.2 What is the **advertiser's intention** in referring to **future events**? (2)
- 3.3 Is the **visual image suitable** for this advertisement? **Substantiate** your response. (3)
- 3.4 Study the **language** in the written text: 'The simple act ... to each other.'
Discuss how the **advertiser succeeds** in **juxtaposing division and unity** to convey his/her **message**. (3)

[10]



Cartoon Study

Words in bold = loud	Jagged speech bubble, bold print and question /exclamation marks indicate shouting.	The asterisk indicates confusion or a thought process.	
Smile = happy	Mom is hysterical: wide open eyes and mouth.	Blank expression emphasises confusion.	Hands on head = despair!

4.2 DECODING OF CARTOON QUESTIONS

SOURCE: NSC MAY/JUNE PAPER 1 2022

Study TEXT E and TEXT F and answer the set questions.

TEXT E: CARTOON

FRAME 1	FRAME 2	FRAME 3	FRAME 4

[Source: thecomicstrips.com]



Cartoon Study

- 4.1 Refer to FRAMES 1 and 2.
How does the dialogue reflect the two characters' attitudes towards their customers? (2)

Discussion:

You need to understand the instructional verb in the question.

What is the character's attitude with reference to body language, speech or both?

This question deals with body language together with dialogue (speech). In your answer focus on the following:

- Focus on Frames 1 and 2.
- You must state the attitude (1 mark will be awarded)
- A reference to some aspect related to his dialogue in keeping with the attitude given. (1 mark will be awarded)
- **NB.** Should the question include body language then you should make reference to body language in keeping with the attitude given.

The smaller of the two characters is dismissive because he is in a position of power, whereas the character in the black t-shirt is aware of the damaging impact of the smaller character's contempt for customers.

- 4.2 Refer to Frames 3 and 4. (2)
Comment on the effectiveness of ONE technique used by the cartoonist.

DISCUSSION:

You need to understand the instruction word **COMMENT**, it means to give your opinion, explain or criticise. Make a judgement based upon the evidence.

Study the cartoon again and identify a technique used. List the technique and make a comment.

Merely listing the technique will not gain you a mark. You are required to make a comment in order to obtain full two marks.

- 4.3 Rewrite 'You've got to stop condescending to the customers.' (Frame 1) so that it is grammatically correct. (1)

DISCUSSION: All rules of language need to be studied. In this case the verb was omitted.

*You have to stop **being** condescending to the customers.*