

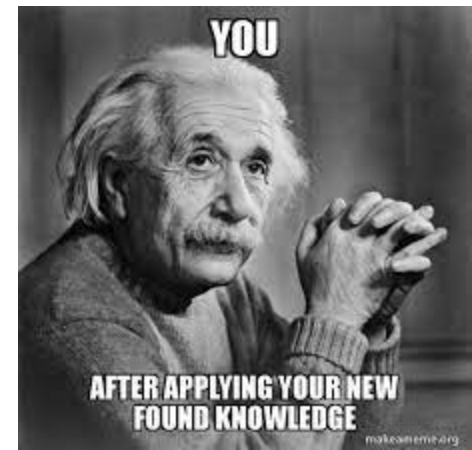
Grade 12 Exam Preparation 2023

Subject: English Paper 2

Presented by
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GENERAL CHALLENGES

1. Avoid LITERAL responses to the text- look for the deeper, underlying meaning (METAPHORICAL).
2. Improve your vocabulary- READ, READ and READ some more!
3. Apply critical thinking skills and knowledge when answering questions.
4. Understand instruction verbs.



The Poetry Essay (HL)

- **TIPS and TRICKS:**

1. The question will ALWAYS revolve around at least THREE of the following elements of poetry:
 - STRUCTURE - How does the structure impact the meaning of the poem?
 - DICTION - How do the words used in the poem affect the reader?
 - IMAGERY - How does the use of imagery (figures of speech) help the reader understand the poem better?
 - TONE - Tone is the POET'S thoughts and feelings. What is the poem's tone and how does the reader know that?

The Poetry Essay (HL)

2. Understand the question and what it wants from you.
3. Your essay **MUST** address the topic that has been given.
4. **NEVER** paraphrase or lift (copy and pasting) from the poem.



Example question: Poetry Essay (HL)

In the poem “Talk to the peach tree”, the speaker examines the plight of people who were subjected to the harsh realities of life in South Africa during the oppressive period of apartheid.

With close reference to diction, imagery and tone, critically discuss the validity of the statement. Your response should take form of a well-constructed essay of 250-300 words (OR about one page).

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[Taken from Tshwane South District common paper, June 2023]

Things to remember for the poetry/literature essay

- DO NOT RETELL THE STORY!
- The tone is formal- NO contractions
- Write in present tense e.g.
Romeo tells Juliet that he loves her.
- Chronological order of the text!
- Write in third person e.g.
The reader will find that...
- Replaces he and she with the character's names e.g.
He tells Juliet that he loves her. (NO)
Rather: Romeo tells Juliet that he loves her. (YES)

How to organise the literature essay/ poetry essay: Step 1

- Step 1: Highlight/underline your question
 - The first step in this “recipe” is to highlight/underline your question.
 - This helps with analysis and remaining focused on the question.
 - Let’s look at the different key words:
 1. **Direction words:** What words are pointing us in a particular direction or down a certain path?
 2. **Knowledge words:** What do you have to have knowledge of in order to write this essay?
 3. **Restriction words:** What words are restricting us when writing this essay?

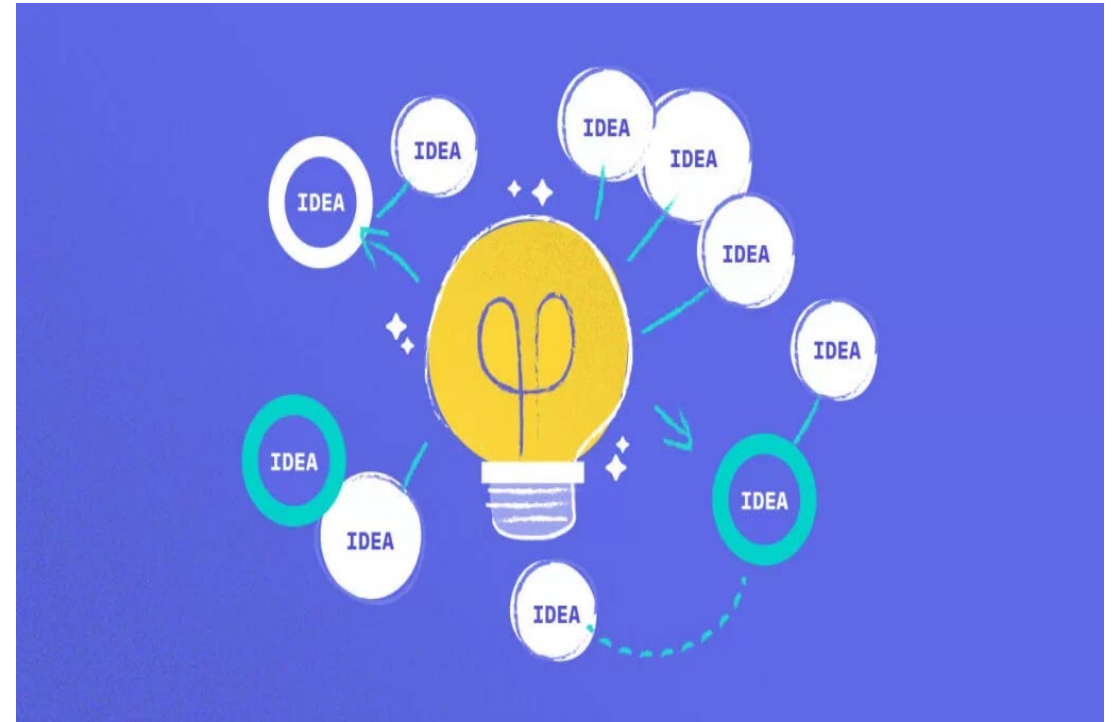
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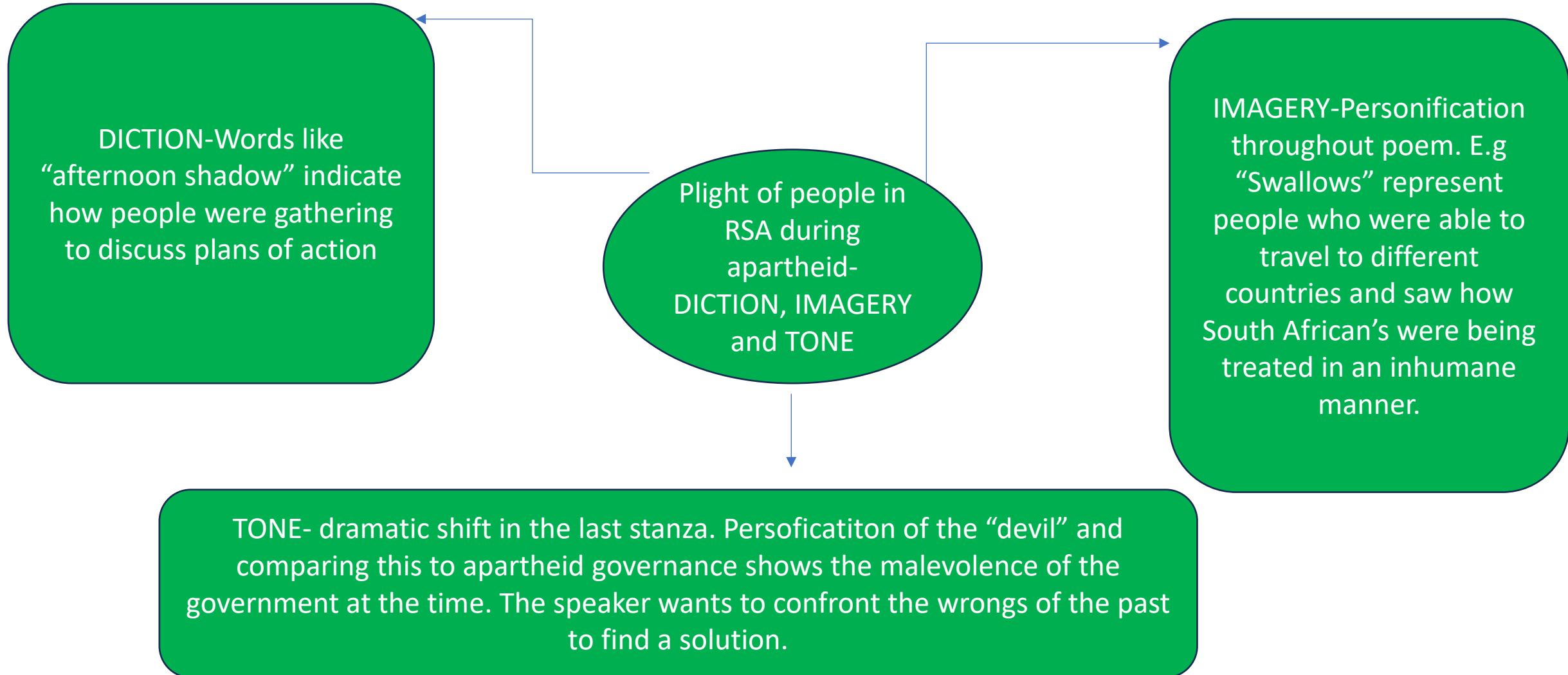
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Step 2: Brainstorming

- Brainstorming allows for your knowledge of the novel/play to be organised and in one place in your planning.
- You will brainstorm all the things that you can remember about the question/topic.
- Brainstorming will be the foundation for your planning moving on.



STEP 2- Brainstorming example



Step 3: Introduction

- The introduction is a summary of what will be in your essay/of the question.
- All the elements of the question must appear in your introduction.
- It is helpful to do your introduction before any other planning as you can always refer back to your introduction if you are unsure.
- You MUST underline the name of the poem/ novel/play.
- The second part of your introduction you will state what will be in your essay (remember no “I” !).
- There is a recipe for this too:
- In the (poem/play/novel) by (poet/author/play write)....(themes/sum up question). This literature/poetry essay will discuss... (statement).

EXAMPLE:

- In the poem “Talk to the peach tree”, the poet is able to describe the harsh plight of South Africans during apartheid by making use of diction, imagery and tone. (General). This poetry essay will discuss how diction, imagery and tone is an imperative part of the poet conveying the cruelty of apartheid.

Step 4: PEEL (Body)

- The MEAT of the essay
- Take your points you have brainstormed and organise them into a logical manner
- Each paragraph should contain one idea or point
- Remember to try use quotations- if you cannot remember the exact quotation, briefly summarise the quotation.
- The quotations MUST be integrated correctly.
- Remember to use PEEL

P: Point

E: Example

E: Explain

L: Link to the topic

PEEL: Example

- IMAGERY-

P: Personification is used throughout the poem.

E: In stanza 2, the image of “swallows” is being used to compare many who were not from South Africa to migratory birds.

E: This image of the “swallows” helps the reader understand that people living outside of South Africa have the freedom and choice to move freely not only in South Africa but around the world. This represents the lack of freedom of movement many non-white South Africans are forced to live with due the harsh apartheid laws.

L: Thus, the use of imagery is able to give the reader a greater understanding of the cruel laws non-white South Africans are subjected to.

Step 5: Conclusion

- Sum up your essay.
- Mirror the introduction by changing the order of information in your introduction.
- Never add new information!

EXAMPLE:

Through the use of diction, imagery and tone, Sipho Sepamla is able to convey the serve treatment of non-white South Africans during the oppressive apartheid era.



Poetry essay rubric (CAPS)

Always start in the moderate category. Move down if the learner shows little to no understanding; move up as they start discussing the topic and mentioning relevant points.

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

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

No mention of first person; contractions or past tense

A MAXIMUM of FOUR structural errors (first person; contractions or past tense)

[10]

Answering poetry contextual questions (HL and FAL)

- Important elements of poetry to understand:

TONE -

The tone is the writer's attitude toward a subject, character, or audience and is conveyed through the author's choice of diction, imagery, figurative language, details, and syntax.

MOOD -

The feeling that the writer creates for the reader. This is how the reader is supposed to feel about the subject. Descriptive words, imagery, and figurative language all influence the mood of a literary work.

DICTION –

specific words/phrases must be quoted and discussed in the context of the poem and the question. Use synonyms to avoid “lifting”.

IMAGERY – The use of language to create mental images and sensory impressions for emotional effect and intensity. Relevant figures of speech from the poem should be referred to and explained in relation to the question.

Understanding question words (HL and FAL)

Question word	HOW YOU NEED TO RESPOND TO THE QUESTION
<i>Account for ... Give an account of...</i>	Explain, clarify, give the reasons for. Tell the story of what happened.
<i>Analyse</i>	Break down an issue, discuss, show how they interrelate.
<i>Clarify</i>	Explain, make something clear.
<i>Comment on the effectiveness of...</i>	Analyse and assess; give your opinion on an issue. Say why a particular point or image has an impact – give reasons or examples to justify your opinion.
<i>Compare</i>	Say how things are similar or how they are different.
<i>Contrast</i>	Say how things differ from each other.
<i>Criticise</i>	Spell out your judgement of something by looking at its strengths and weaknesses of the issue.
<i>Define</i>	Make a very specific, detailed statement giving the meaning or interpretation of something in the context of the text.
<i>Describe</i>	Spell out the main aspects of an idea or topic or the sequence in which a series of things happen.
<i>Discuss or discuss in context.</i>	Talk about how words or ideas have been used in the text, giving good examples to support your points of view.

Understanding question words (HL and FAL)

<i>Evaluate or to what extent...? Or How Far</i>	Discuss how effective some aspect of the writing is, in context, in opinion, assess and criticise.
<i>Explain</i>	Give a reasoned account. Keep your sentences short and to the point.
<i>Justify</i>	Express valid reasons why you have (or the writer has) accepted a particular interpretation or reached some conclusion.
<i>Identify</i>	Pick out what regard as key features of a text, perhaps making clear the criteria you use in doing so quote; give the name of and explain the figure of speech etc.
<i>Illustrate</i>	Similar to explain but asking for specific examples or statistics.
<i>List</i>	Write down in note form without any further explanation or description.
<i>Motivate</i>	Give reasons for with supporting examples.
<i>Outline</i>	Indicate the main features of a topic or sequence of events, setting them within a clear structure or framework to show how they interrelate.
<i>Prove</i>	Demonstrate the truth of something by offering evidence or a logical sequence of statements leading from evidence to conclusion.
<i>Relate</i>	Explain either how things happened or how they are connected in a cause-and-effect sense, it may imply and compare and contrast.
<i>State</i>	Say clearly what you mean or what the main point of the text are.
<i>Substantiate</i>	Support your point of view with clear references or quotations from the text.

Tips and tricks for answering poetry contextual questions

1. Mark allocations!
2. Quote words from the poem.
3. Use PEEL as a guide to answering 3–4-mark questions.
4. Always explain in context of the poem.
5. The effectiveness question (usually 3-4 marks):
 - Identify the figure of speech/sound device. (1)
 - Explain the figure of speech/sound device IN CONTEXT. (1)
 - Why is it effective? What job does it do? Does it give the reader a better understanding of the poem? Does it provide vivid imagery? How does the figure of speech/sound device do this? (1)

Tips for the literature essay

- Make use of the recipe!
- Markers are looking for critical thinking and NOT surface level answers.
- Your argument must be sustained throughout the essay (PEEL).
- Candidates are allowed to AGREE or DISAGREE- evidence is NB!
- Re-telling the story will NOT get above a 6 or 7 out of 15 for content.
- Remember to focus on ALL elements of the topic. Writing about one element will NOT get above 9 or 10 out of 15 for content.
- Reference MUST be made to the text (examples).

Literature essay rubric (CAPS)

Always start in the moderate category. Move down if the learner shows little to no understanding; move up as they start discussing the topic and mentioning relevant points.

SECTIONS B AND C: Assessment rubric for literary essay: Novel and Drama (25 Marks)

Criteria	Exceptional 12-15 All/ most points	Skillful 9-11 Lots of points	Moderate 6-8	Elementary 4-5	Inadequate 0-3
CONTENT 15 MARKS Interpretation of topic. Depth of argument, justification and grasp of text.	-Outstanding response: 14-15 -Excellent response: 12-13 -In-depth interpretation of topic -Range of striking arguments extensively supported from text -Excellent understanding of genre and text	-Shows understanding and has interpreted topic well -Fairly detailed response -Some sound arguments given, but not all of them as well motivated as they could be -Understanding of genre and text evident	-Mediocre interpretation of topic; not all aspects explored in detail -Some good points in support of topic -Some arguments supported, but evidence is not always convincing -Partial understanding of genre and text	-Scant interpretation of topic; hardly any aspects explored in detail -Few points in support of topic -Very little relevant argument -Little understanding of genre and text	-Very little understanding of the topic -Weak attempt to answer the question. -Arguments not convincing -Learner has not come to grips with genre or text
STRUCTURE AND LANGUAGE 10 MARKS Structure, logical flow and presentation. Language, tone and style used in the essay	-Coherent structure -Excellent introduction and conclusion -Arguments well-structured and clearly developed -Language, tone and style mature, impressive, correct	-Clear structure and logical flow of argument -Introduction and conclusion and other paragraphs coherently organised -Logical flow of argument -Language, tone and style largely correct	-Some evidence of structure -Logic and coherence apparent, but flawed -Some language errors; tone and style mostly appropriate -Paragraphing mostly correct	-Structure shows faulty planning. -Arguments not logically arranged -Language errors evident. -Inappropriate tone and style -Paragraphing faulty	-Lack of planned structure impedes flow of argument -Language errors and incorrect style make this an unsuccessful piece of writing -Inappropriate tone and style -Paragraphing faulty
MARK RANGE	20-25	15-19	10-14	5-9	0-4

NOTE: If a candidate has ignored the content completely and written a creative response instead, award a 0 mark for both Content and Structure and Language. There must not be more than two categories' variation between the Structure and Language mark and the Content mark.

No mention of first person; contractions or past tense

A MAXIMUM of FOUR structural errors (first person; contractions or past tense)

Things to avoid when writing the literature essay

- NO sub-headings!
- NO past tense. Always write in the present tense.
- NO contractions or colloquialisms. Use a VERY formal register.
- NO personal pronouns (I, me, my, our etc.). Rather “The reader...”.
- Avoid poor spelling, punctuation, poor paragraphing and muddle vocabulary.

Tips for answering contextual questions on the novel/play (HL and FAL)

- Reading the text is essential. Make use of the internet to add on to your current notes.
- Avoid surface-level answers. Analyse!
- Avoid lengthy answers (paragraphs). Your answer must focus on the specifics of the question.
- If line referencing has been given ONLY refer to that specific line.
- This is NOT a comprehension- don't try answer the questions as such.

Common questions

- **‘Place this extract in context’**—explain what leads up to this point, not what happens in the extract or after the extract.
- **‘account for’**—provide a reason why
- **‘in context’**—explain what is meant in the extract, but this must be underpinned by a broader understanding of the text.
- **‘Using your knowledge of the novel/play as a whole’**—provide specific references taken from elsewhere in the text.
- **When asked to ‘account for/explain the change in...’**—explain what it was like before this point, what it is now and what has caused the change.
- **When asked to ‘explain/comment on the significance of...’**—refer to the connotations/ideas associated with the character/object under discussion.
- **When asked to give an opinion/comment on the validity/discuss the extent to which** a mixed response is perfectly acceptable. There must be evidence of evaluation/judgement

Common questions

Stagecraft:

- When asked **how** they would **stage certain lines** from a play, candidates must be specific in their choice of **body language** (should show gesture/movement of some sort) and **tone** (related to the feeling the character would be experiencing, NOT the volume or pitch of their voice) The **reason/s why the character would act and feel this way** must be used as **motivation**.

Where to find resources

CAPS HL/ FAL:

- Google “NSC past papers”. There are past papers dating MANY years back along with the marking guideline.

IEB:

- Log onto the IEB website using your username and password (ask your teacher if you are unsure). You will find past papers dating back many years.
- General:
- Additional Poetry/literature notes: Websites like Cliff’s Notes, Course Hero and Lit Charts.

Marking guidelines FAL

INSTRUCTIONS AND INFORMATION

1. Candidates are required to answer questions from TWO sections.
2. These marking guidelines have been finalised at a marking guideline discussion session at DBE at which all provinces were represented. Any omissions or queries should be referred to Chief Markers/Analytical Moderators/Internal Moderators at marking centres. All protocol must be followed.
3. Candidates' responses should be assessed as objectively as possible.

4. MARKING GUIDELINES

- 4.1 A candidate may not answer more than ONE question on the same genre.
- 4.2 If a candidate gives two answers where the first one is wrong and the next one is correct, mark the first answer and ignore the rest.
- 4.3 If answers are incorrectly numbered, mark according to the marking guidelines.

Marking Guidelines FAL

4.4 If a spelling error affects the meaning, mark incorrect. If it does not affect the meaning, mark correct.

4.5 If the candidate does not use inverted commas when asked to quote, do not penalise.

4.6 For open-ended questions, no marks should be awarded for YES/NO or I AGREE/I DISAGREE. The reason / substantiation / motivation is what should be considered.

4.7 No marks should be awarded for TRUE/FALSE or FACT/OPINION. The reason/substantiation/motivation is what should be considered.

Marking Guideline HL

NOTE TO MARKERS

- These marking guidelines are intended as a guide for markers.
- The marking guidelines will be discussed with the marking panels before marking commences at the marking centres.
- Candidates' responses must be considered on their merits.

MARKING GUIDELINES

1. Wherever a candidate has answered more than the required number of questions, mark only the first answer/response. (The candidate may not answer the essay and the contextual question on the same genre.)
2. If a candidate has answered all four questions in SECTION A (prescribed poems), mark only the first two.
3. If a candidate has answered two contextual or two essay questions in SECTIONS B and C, mark the first one and ignore the second. If a candidate has answered all four questions (novel) and/or all six questions (drama), mark only the first answer in each SECTION, provided that one contextual and one essay have been answered.

Marking Guidelines HL

- 4. If a candidate gives two answers, the first of which is wrong and the next one correct, mark the first answer and ignore the next.
- 5. If answers are incorrectly numbered, mark according to the marking guidelines.
- 6. If a spelling error affects the meaning, mark incorrect. If it does not affect the meaning, mark correct.
- 7. Essay question If the essay is shorter than the required word count, do not penalise, because the candidate has already penalised himself/herself. If the essay is too long, assess on merit and discuss with senior markers.
- 8. Contextual questions If the candidate does not use inverted commas when asked to quote, do not penalise.
- 9. For open-ended questions, no marks should be awarded for YES/NO or I AGREE/DISAGREE. The reason/substantiation/motivation/justification is what should be considered.
- 10. No marks should be awarded for TRUE/FALSE or FACT/OPINION. The reason/substantiation/motivation/justification is what should be considered.
- 11. Answers to contextual questions must be assessed holistically in the light of the discussion during the standardisation of the marking guidelines.

Resources

- [https://www.education.gov.za/Curriculum/NationalSeniorCertificate\(NSC\)Examinations/2022NovemberExams.aspx](https://www.education.gov.za/Curriculum/NationalSeniorCertificate(NSC)Examinations/2022NovemberExams.aspx)
- Department of Basic Education: FET ROADSHOW PowerPoint (June 2023)

QUESTIONS?



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