

Guideline
For the setting of
LITERATURE
(Paper 2)
for 2008
NCS examination

GRADE 12

ENGLISH
Home Language



EXAMINATION GUIDELINE

GUIDELINE DOCUMENT: EXAMINATIONS

ENGLISH HOME LANGUAGE: PAPER 2 (LITERATURE)

These guidelines are based on the National Curriculum Statement, as well as on the Subject Assessment Guidelines for Languages Gr. 10 – 12 (January 2008). Educators have to consult the National Curriculum Statement for the entire list of assignments which may be assessed.

LEARNING OUTCOME: LEARNING OUTCOME 2 (Reading and Viewing), LEARNING OUTCOME 3 (Writing and Presenting) and LEARNING OUTCOME 4 (Language)

FORMAT

PAPER 2: LITERATURE	A. Poetry Answer two out of four contextual/ textual/essay type questions covering four Seen poems and contextual questions on one Unseen poem . Seen poems: 20 marks Unseen poem: 10 marks Length of essay type question: Gr. 12: 200 – 250 words	(30)	80	Time: 2½ hours
	B. Novel One essay type and one contextual question. Answer one. Length of essay type question: Gr.12: 400 – 450 words	(25)		
	C. Drama One essay type and one contextual question. Answer one. Length of essay type question: Gr.12: 400 – 450 words <ul style="list-style-type: none"> Note: Candidates must answer ONE essay type question and ONE contextual question from Section B and C. 	(25)		

80 MARKS

2½ HOURS

Section A:	Poetry	30 marks
Section B:	Novel	25 marks
Section C:	Drama	25 marks

SELECTION OF QUESTIONS

Section A: Poetry

Question 1	Unseen poem (compulsory)	10 marks
Questions 2, 3, 4, 5	Prescribed poems (select 2 from 4)	20 marks

Sections B and C: Novel and Drama

Answer ONE Contextual Question and ONE Essay Type Question.

30 marks

Answer 2 of the following 4 questions as indicated:

Question 4	Poem (Prescribed)	Contextual questions	10 marks
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Section B: Novel

If a candidate chooses the contextual question in Section B, he/she has to answer the essay type question in Section C.

Question 9 Essay type question 25 marks

OR

Question 11 Essay type question 25 marks

APPROPRIATE ASSESSMENT STANDARDS (KNOWLEDGE, SKILLS AND VALUES)

All genres

- Knowledge of prescribed texts (content and meaning)
- Analyse the impact of a wide variety of figurative, rhetoric language and literal techniques –such as inversion, elision, metaphor, symbolism, pun, euphemism, exaggeration, hyperbole, simile, contrast, sarcasm, caricature (poke fun at), irony, satire, paradox, antithesis and anti-climax – on texts.
- Give and motivate, convincingly, personal responses to texts.
- Evaluate the socio-cultural and political values, attitudes and beliefs such as opinions regarding sex, class, age, power relations, human rights, inclusivity and environmental issues.
- Analyse the level of bias, prejudice and discrimination
- Plan the writing process according to a specific purpose, audience and context.
- Find, unlock, select, organise and integrate appropriate information.
- Develop and organise coherent ideas.
- Show advanced use of writing strategies and techniques.
- Revise, analyse and evaluate own work and present final product.
- Use words correctly in a wide variety of texts.
- Use well-structured sentences in a meaningful and functional way.

Section A: Poetry

- Analyse to show how the choice of words, figures of speech, imagery and sound may be used to create tone, meaning and theme.
- Analyse to show how stanza line and design, rhyme, rhythm and punctuation create and/or influence meaning.

AND

Apply and recognise the function of title, enjambment, alliteration, repetition, simile, personification, typography, onomatopoeia, assonance, and oxymoron.

Section B: Novel

- Analyse the development of plot (intrigue), sub-intrigue, conflict and character and the role of the narrator.
- Interpret and evaluate messages and themes, and indicate how selected extracts relate to the text as a whole.
- Evaluate how background and setting relate to the character and/or theme.
- Interpret mood, time, ironic twists and conclusions.
- AND
Incident(s); motivate actions; time lines; universality.

Section C: Drama

- Analyse dialogue and actions and explain how it relates to character and theme.
- Evaluate plot, sub-plot, and portrayal of character, conflict, dramatic purpose and dramatic irony.
- Interpret, explain and evaluate the use of dramatic structure and stage directions
AND
Stage directions: place, costumes, act and play division; decor; continuity, time and place, action, dialogue and structure.

ADDENDUM A: EXEMPLAR QUESTIONS

1. Poetry

1.1 On his blindness (John Milton)

This poem describes how a man struggled to accept his disability and how he eventually made peace with it. Explain the personal struggle he had to confront as it is described, by referring to:

- The title
- Imagery
- Selection of a particular choice of words.

10

1.2 'Spell me Freedom' (Lemn Sissay)

Spell me Freedom
And make it simple
So when I eat
It shall not make me sick

Spell me Freedom
And make the ingredients carefully
So when I drink
It does not make me choke

5

Spell me Freedom
And whisper it quietly
So when we speak
It does not give me a headache

10

Spell me freedom
And bake it fresh
So when I'm thirsty
It shall not make me dry

15

Spell me freedom
And stir it quickly
So when I taste
It shall not burn my tongue

20

Spell me freedom
And tell the joke well
So that when I laugh
It shall not unveil into hopeless tears

Spell me freedom
and cradle each word
That when I use them
They shall not crack like spines

25

Even though people in many countries consider themselves free, the poem implies that exactly the opposite is true. What do you think?

Discuss the above-mentioned statement in 100-120 words by referring to:

- The title
- The speaker's attitude and point of view
- The use of words like "cradle" and "crack" to describe freedom.
- Your own point of view with regard to freedom and how it is perceived and experienced by people today.

[Adapted from: WCED, English First Language HG Paper 2, March 2007]

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2. The novel

□ Theme

- What is the theme (main idea or "message") the text wants to convey? How does the author portray the theme?
- Explain, e.g. how the title and the names of characters, or the opinions of the characters relate to the theme.
- Discuss the power struggle in the relationships portrayed in *Catcher in the Rye* by referring to and the relationships Holden Caulfield shares with other characters in the novel. .

□ Plot

- Discuss inner and outer conflict as it is described in the novel.
- Discuss the development of the plot: the motoric moment, the built-up tension, the climax and closure of the novel.
- Which narrative techniques are used to develop the plot? Discuss pre-shadowing, backflashes, irony, satire and euphemism. How do these techniques contribute to the theme or to tension?

Narrator's perspective

- Who is the narrator? Why is this kind of narrator used in particular? (I-narrator or third person narrator)
- Who is the focalisator? In other words, the person through whose eyes we, as readers, are seeing?

□ Background or setting

- Against which background does the action take place in the novel? Discuss.
- Discuss the influence the setting has on the character(s).
- How does the setting relate to the meaning of the plot and the theme?
- How does the setting contribute to create tone or mood in the novel?

□ Characterisation

- List the most important characters, as well as their characteristics. Compare or contrast the characters with one another.
- How does the dialogue and actions of a character contribute to the way the character is portrayed?
- Discuss how the occurrence of an incident can lead to change within a character.
- How does a character(s) develop or how is he/she portrayed as the novel progresses?

□ Discuss **symbolism** or **recurring motives** in the novel.

Catcher in the Rye: The novel touches on how the world regards people like Holden. Discuss the influences of the American way of life on him .

3. The drama

□ Characterisation

- Who is the protagonist or main character? How would you describe his/her characteristics? Discuss the weaknesses and/or strengths of this character.
- What significance do the other characters have? Does any one contribute to make us aware of certain aspects with regard to the main character and how?
- Who is the antagonist? Is this person a complex character, i.e. a mixture of good and bad?
- If it is a tragedy, is the main character an example of a tragic hero with characteristics leading to his/her own downfall?
- Which techniques are used by the playwright for characterisation?
Possibilities are: a person's actions, the dialogue or comments made by other characters.

□ Plot or intrigue

- What is the dramatic structure? How is the drama built up, e.g. the exposition, motoric moment, built-up tension, the climax, closure and conclusion?
- What causes dramatic conflict?
- Is the climax or turning point inevitable and/or does closing occur coincidentally.
- Are there examples of dramatic irony? What influence or effect does it have?
- *Macbeth*: Explain how Macbeth's weaknesses lead to his eventual downfall.

□ Setting

- What is the setting or background against which this drama develops? Does it change as the drama develops?
- How does the setting contribute towards the theme and characterisation?

□ Theme

- What is the theme of the drama? How is it conveyed e.g. by the words or actions of a character?
- Is the theme a universal one? Does it allow the audience to contemplate the significance of life and its problems?
- *Macbeth* still addresses contemporary views concerning power. Discuss.

□ Language Usage

- Is the use of language naturally and convincingly applied?
- Is the dialogue appropriate for the respective characters? Does it contribute to the characterisation of a character?

APPENDIX 2: RUBRICS FOR HOME LANGUAGE

RUBRICS FOR WRITING

GRADE 10 - RUBRIC FOR THE MARKING OF LITERATURE ESSAY – 25 MARKS

Note the difference in marks awarded for content versus structure and language

CODES AND MARK ALLOCATION		CONTENT [15]		STRUCTURE AND LANGUAGE [10]
		Interpretation of topic. Depth of argument, justification and grasp of prescribed work		Structure, logical flow and presentation. Language, tone and style used in essay.
Code 7 80 to 100%	Outstanding 12 to 15 marks	In-depth interpretation of topic, all aspects of topic fully explored Excellent response. (90+, outstanding response) Range of striking arguments extensively supported from text. Excellent understanding of genre and prescribed text.	Outstanding 08 - 10 marks	Coherently structured piece Excellent introduction and conclusion, Arguments well structured and clearly developed Language, tone and style mature, impressive, correct
Code 6 70 to 79%	Meritorious 11 marks	Above average interpretation of topic. All aspects of the topic adequately explored Detailed response. Range of sound arguments given, well supported from text. Very good understanding of genre and text	Meritorious 07 marks	Essay well structured Good introduction and conclusion Arguments and line of thought easy to follow Language, tone and style correct and suited to purpose Good presentation
Code 5 60 – 69%	Substantial 09 or 10 marks	Shows understanding and has interpreted topic well. Fairly detailed response to topic Some sound arguments given, but not all of them as well motivated as they could be. Understanding of genre and text evident	Substantial 06 marks	Clear structure and logical flow of argument Introduction and conclusion and other paragraphs coherently organized. Flow of argument can be followed. Language, tone and style largely correct
Code 4 50 – 59%	Adequate 08 marks	Fair interpretation of topic, not all aspects explored in detail Some good points in support of topic. Most arguments supported but evidence is not always convincing. Basic understanding of genre and text	Adequate 05 marks	Some evidence of structure. Essay lacks a well-structured flow of logic and coherence Language errors minor, tone and style mostly appropriate. Paragraphing mostly correct
Code 3 40 – 49%	Moderate 06 or 07 marks	Very ordinary, mediocre attempt to answer the question Very little depth of understanding in response to topic Arguments not convincing and very little justification from text. Learner has not fully come to grips with the genre or text.	Moderate 04 marks	Planning in the structure showing signs of futility, Arguments not logically arranged. Paragraphing faulty. Language errors evident. Tone and style not appropriate to the purpose of academic writing
Code 2 30 – 39%	Elementary 05 marks	Poor grasp of topic Response repetitive and sometimes off the point No depth of argument, faulty interpretation / Arguments not supported from text. Very poor grasp of text and genre	Elementary 03 marks	Poor presentation and lack of planned structure impedes the flow of the argument Language errors and incorrect style makes this a largely unsuccessful piece of writing
Code 1 0 – 29%	Not achieved 0 to 4 marks	Response bears some relation to the topic but argument difficult to follow or largely irrelevant Poor attempt at answering the question. The few relevant points have no justification from the text. Very poor grasp of text and genre	Not achieved 00 - 02 marks	Difficult to determine if topic has been addressed No evidence of planned structure or logic No paragraphing or coherence. Poor language. Incorrect style and tone

ADDENDUM C: EVALUATION TABLE FOR THE 10 MARK ESSAY (POETRY)

EXPRESSION (LANGUAGE/STYLE & STRUCTURE)	1. BRILLIANT Exact/ clear/ well developed/ coherent <i>Language errors minimal</i>	2. SATISFACTORY Well planned/ fluent/clear attempt at developing action <i>Language errors minimal</i>	3. FAIR Average/ Commonplace/ boring. <i>Language errors occur, but not intrusive</i>	4. FLAT Inept/ clumsy/ few indications of planning <i>Language errors intrusive</i>	5. WEAK Very poorly organised <i>Serious and consuming language errors</i>
CONTENT					
1.BRILLIANT Comprehensive/ Shows clear insight/	10	9-8	7	6	5
2. SATISFACTORY Persuasive/ Clearly grasps main ideas	9-8	7	6	5	5
3. FAIR Does not really address topic/ cliched response / apt generalisations, but not really founded in text	6	6	5	4	4
4.AVERAGE Thin/boring/ naive/ not very clear/very little but some relevance		4	4	3	2
5.UNSATISFACTORY Confused/ Not clear/ misinterpreted /mostly irrelevant		2	2	2	1

- **NB: If the question was not answered at all or the answer did not address the topic at all, 0 must be awarded.**
- **The time table, therefore is only applicable if the question was answered.**

REVISION OF MARK BECAUSE OF 'INCORRECT' ELEMENTS

Often a fair or acceptable essay is marred by elements which are simply incorrect , absurd or meaningless. This problem surfaces when the time table has to be applied. There is no simple answer. An appropriate measure would be to lower the mark down to the next category. In some cases it may be more appropriate to lower the marks up to two categories down on the time-table. In other cases, just a lower mark in the same category may be appropriate. (It might seem somewhat obsolete, but then again it is good to have something in written form).