

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

**GRADE 12**

**ENGLISH  
First Additional Language**



EXAMINATION GUIDELINE

These guidelines are based on the National Curriculum Statement, as well as the Subject Assessment Guidelines Grade 10 – 12 (January 2008). Teachers have to consult the National Curriculum Statement at all times for the complete list of items which may be assessed.

**LEARNING OUTCOMES:** LEARNING OUTCOME 1 (Reading and Viewing),  
LEARNING OUTCOME 3 (Writing and Presenting) and  
LEARNING OUTCOME 4 (Language)

**FORMAT**

<b>PAPER 2: LITERATURE</b>	<p><b>A. Poetry</b></p> <p>Four SEEN poems are examined. (Two poems per question – Only contextual questions) Two questions in this section. Answer ONE.</p>	(35)	70	Time: 2 hours
	<p><b>B. Short Story</b></p> <p>There are two questions in this section. One contextual question. One essay-type question (structured/ paragraph type) Answer ONE.</p>	(35)		
	<p><b>C. Novel</b></p> <p>There are two questions set on each novel in this section. One contextual type question. One essay-type question (structured/paragraph type) Answer ONE.</p>	(35)		
	<p><b>D. Drama</b></p> <p>There are two questions set on the drama in this section. One contextual type question. One essay-type question (structured/paragraph type) Answer ONE.</p>	(35)		

1. This paper contains Sections A, B, C and D.
2. Answer **TWO** questions only.  
Choose questions from different books.

**SECTION A: Poetry selection**

Answer Question 1 or 2.

**SECTION B: Short Story selection (Inside Africa)**

Answer Question 3 or 4.

**SECTION C: Troubled Waters  
To Kill a Mockingbird**

Answer Question 5 or 6 / Question 7 or 8.

**SECTION D: Macbeth** (William Shakespeare)  
Answer Question 9 or 10

**SECTION A: POETRY ANSWER ONE QUESTION FROM THIS SECTION**

**QUESTION 1 and 2**

**Two** prescribed poems per question.

Contextual questions **(25 marks)**

Include:

General questions (who, what, why, explain, etc.)

Multiple choice questions ( $\pm 4$  marks) and

True/ False questions + motivation ( $\pm 6$  marks).

Other:

Column question/Question by association ( **$\pm 5$  marks**)

\*Cloze-questions ( **$\pm 5$  marks**)

\*The cloze-questions are based on a summary of the poem. Content and literary techniques and style are also tested here.

**SECTION B: SHORT STORIES ANSWER ONE QUESTION FROM THIS SECTION**

**QUESTION 3**

**Two to three** prescribed short stories per question.

Contextual questions and textual questions. **(25 marks)**

Includes:

General questions (who, what, why, explain, etc.)

Multiple choice questions ( $\pm 4$  marks) and

True/ False questions + motivation ( $\pm 6$  marks).

Other:

Column question/Question by association ( **$\pm 5$  marks**)

\*Cloze-questions ( **$\pm 5$  marks**)

\*The cloze-questions are based on a summary of the story. Content and appropriate literary techniques and style are also tested here.

OR

**QUESTION 4**

**Two to three** prescribed stories per question.

Essay type question (structured / paragraph type)\*\*

Suggested **mark allocation: 15** (100 – 120 words) + **10** (80 – 100 words) + **10** (80 – 100 words)  
(Assessment: Memorandum of Marking /Evaluation table/Rubric)

SECTION C: NOVEL

ANSWER ONE QUESTION FROM THIS SECTION

QUESTION 5 / QUESTION 7

Contextual and textual questions **(25 marks)**

Includes:

General questions (who, what, why, explain, etc.)

Multiple choice questions ( $\pm 4$  marks) and

True/ False questions + motivation ( $\pm 6$  marks).

Other:

Column question/Question by association ( **$\pm 5$  marks**)

\*Cloze-questions ( **$\pm 5$  marks**)

\*The cloze-questions are based on a summary of the story. Content and appropriate literary techniques and style are also tested here.

OR

QUESTION 6 / QUESTION 8

Essay type question (structured / paragraph type)\*\*

Suggested **mark allocation**: **15** (100 – 120 words) + **10** (80 – 100 words) + **10** (80 – 100 words)  
(Assessment: Memorandum of Marking /Evaluation table/Rubric)

**SECTION D: DRAMA**

**ANSWER ONE QUESTION FROM THIS SECTION.**

**QUESTION 9**

Contextual and textual questions **(25 marks)**

Includes:

General questions (who, what, why, explain, etc.)

Multiple choice questions ( $\pm 4$  marks) and

True/ False questions + motivation ( $\pm 6$  marks).

Other:

Column question/Question by association ( $\pm 5$  marks)

\*Cloze-questions ( $\pm 5$  marks)

\*The cloze-questions are based on a summary of the story. Content and appropriate literary techniques and style are also tested here.

OR

**QUESTION 10**

Essay type question (structured / paragraph type)\*\*

Suggested **mark allocation: 15** (100 – 120 words) + **10** (80 – 100 words) + **10** (80 – 100 words)  
(Assessment: Memorandum of Marking /Evaluation table/Rubric)

**APPLICABLE ASSESSMENT STANDARDS (KNOWLEDGE, SKILLS AND VALUES)**

**All genres**

- Knowledge of prescribed texts (content and meaning)
- Recognise and explain how the selection and omission of information, influence meaning.
- Recognise and explain the impact of figurative, rhetoric language and a wide variety of literary techniques and styles referring to the meaning of a text e.g. inversion, metaphor, simile, personification, metonymy, onomatopoeia, symbolism, hyperbole, contrast, sarcasm, caricature (poke fun at), irony, satire, paradox, anti-climax and pun.
- Explain the author/narrator/character's point of view and support it with evidence from the text.
- Supply and motivate, convincingly, personal responses to texts.
- Explain the socio-cultural and political values, attitudes and beliefs e.g. views on sex, class, age, power struggles, human rights, inclusivity and the environment.
- Explain the extent to which bias, prejudice and discrimination appears in the text
- Plan the writing process according to a specific purpose, target audience and context.
- Find, disclose, select, organise and integrate appropriate information.
- Develop and organise cohesive ideas.
- Show the use of advanced writing strategies and techniques.
- Think about, analyse and evaluate own work and present the final product.
- Use vocabulary correctly in a wide variety of texts.
- Use well-structured sentences meaningfully and functionally.

# POETRY

When teaching and assessing poetry, remember:  
The poem's **CONTENT** is *what is* being said.  
The **FORM** is *how* it is being said.

The key questions in poetry analysis are:

- What is the poem saying?
- How is the poem saying it?
- How does the “method” of the poem reflect upon the “message” of the poem?

## 1. The content or subject matter

- 1.1 **Title.** Does it provide you with a key to unlock the meaning of the poem?
- 1.2 The **theme, central idea, message.** Why did the poet write the poem?
- 1.3. What happens in the poem? Determine the **subject** of the poem. Paraphrase or summarise the poem, usually stanza by stanza.
- 1.4 The **narrator / speaker:**
  - Who is speaking in the poem?
  - Who is the addressee?
  - What are the circumstances?
  - What is the attitude of the speaker to the subject, e.g. ironic, satiric, full of love or dismayed?
- 1.5 **Diction or choice of words**  
How would you describe the poet's use of words? Is it formal, vivid, colloquial or colourless and predictable? Do you know the denotations as well as the connotations of the words? (Use a  
  - good dictionary!) Are the words effective or appropriate?
  - What is the poem's **tone**? Certain words can help to create a mood or tone of voice.
  - Imagery:** For example, is the poem symbolic?
  - Identify the **figures of speech.** What is the effect of the imagery?
- 1.6 **Allusions:** Are there any allusions to other literary or historical figures or events? How do these add to the poem's structure?

## 2. Structure

- 2.1 What does the poem look like? Discuss the **structure, form or genre.** Does it have a conventional structure, such as a sonnet or an ode?
- 2.2 Does the poem have a repeated pattern of stanzas?
- 2.3 Why did the poet choose this specific pattern?
- 2.4 Is there any consistent pattern of words? Look out for a *progression*, e.g. past to present of simple to complex. Is there a climax of any sort?

## 3. Other poetic devices

- 3.1 Does the poem have any significant sound features? Consider the poem's sound and rhythm.
- 3.2 Is there a *rhyme scheme* and does it help with structure?
- 3.3 Are there any examples of *onomatopoeia*, *alliteration* or *assonance*? What are the effects of these features of sound on the achievement of the poem?

## 4. The overall impression

- 4.1 In a good poem the structure and the content should 'work together'. How do all the above elements *combine* to create the meaning of the poem?
- 4.2 What is your *personal response* to the poem?

## SHORT STORY and NOVEL

A number of teachers opt for these genres since “a story” is a form of writing that is familiar to learners. Teaching and assessing the novel / short story must, however, extend beyond merely a summary or synopsis of its plot.

All the aspects of the genre must be taught and assessed through a variety of classroom activities.

### Theme

- What is the novel's theme?
- How does the author convey the theme to the reader?
- Explain how the novel's title, the names of the characters, the physical setting of the narrative, the characters' utterances all relate to the theme?

### Plot or Intrigue

- Discuss the inner or outer conflict that is evident in the novel.
- Discuss the development of the plot: the generative moment, the build-up of tension, the climax, and the denouement.
- What narrative technique has the author decided to use to develop the plot? Discuss things like foreshadowing, back flashes, irony, satire, under-emphasis. How do these devices and techniques contribute to the build-up of tension?

### Narrator

- What type of narrator has the author decided to use? (First-person, third-person, omniscient narrator.) Through whose eyes / from whose perspective is the reader made to see the narrative?
- What concerns could have led to the author's choice of narrator?

### Milieu (Physical space)

- What is the story's milieu? Discuss the physical space in which the story is set.
- Discuss the effect the milieu has on the characters.
- How does the milieu add to the meaning of the story, the plot intrigue or the theme?
- To what extent does the milieu assist in creating the mood and tone of the story?

### Characters and characterisation

- List the main characters and their traits.
- Compare and contrast characters with each other.
- How has the author allowed a character's dialogue, thoughts and behaviour to express that character?
- Discuss how a character is affected / changed by an event in the narrative.
- Discuss the development of characters as the narrative unfolds.
- Discuss the role of **symbols** in the narrative.

# DRAMA

Teaching a drama can be daunting as it should never merely be seen as a text meant to be read, but rather as a text meant to be performed. The analysis of a dramatic text should thus be from the perspective of the audience watching the plot unfold before their eyes.

The following broad questions can be asked of a drama. (All the questions will not be relevant to every drama, but they should assist in the formulation of more focused questions.)

## Characterisation

- Who is the protagonist or main character? What are his/her character traits? Discuss this character's weaknesses and/or strengths.
- What are the functions of the other characters? Do any of the secondary characters help to reveal any aspects of the main characters?
- Who is the antagonist? As the playwright drawn the antagonist as a complex character (i.e as a mixture of good and bad traits) or as a simple, one-dimensional character?
- If the drama is a tragedy, is the main character an example of a tragic hero, with qualities and traits that lead to his/her downfall?
- Mention the techniques used by the playwright to portray the characters. Possible answers here are the character's behaviour and the comments of other characters.

## Plot or Intrigue

- What is the dramatic structure? How is the drama structured in terms of exposition, generative moment, build-up of tension, climax, denouement and conclusion?
- What event / act / belief leads to the dramatic conflict?
- Is the climax or watershed moment inevitable and/or is the denouement accidental?
- Does dramatic irony occur? What effect does this have?

## Milieu

- What is the background to the drama? Does this change as the play develops?
- How does the play's context contribute to its theme and character portrayal?

## Theme

- What is the drama's theme? How is this theme conveyed, for example, via the words / actions of a character?
- Does the drama have a universal theme? Does it give the audience pause for thought and reflection?

## Language usage

- Is the language usage natural / convincing?
- Does the dialogue suit the characters?
- Does the dialogue help to portray characters?

**ADDENDUM B: EVALUATION TABLE FOR THE 10-MARK ESSAY**

<b>EXPRESSION (LANGUAGE, STYLE &amp; STRUCTURE</b>	<b>1. BRILLIANT</b>	<b>2. MERITORIOUS</b>	<b>3. AVERAGE</b>	<b>4. FLAT</b>	<b>5. WEAK</b>
<b>CONTENT</b>	Precise/ clear/ well developed/ cohesive <i>Minor language errors</i>	Well planned/ fluent/ clear attempt to develop response <i>Few language errors</i>	Ordinary/ common/ boring <i>Errors in language, but not intrusive</i>	Inept/ lame/ few indications of planning <i>Errors intrusive</i>	Very weakly organised <i>Many serious language errors</i>
<b>1.EXCELLENT</b> Comprehensive/ Shows clear insight/	10	9 - 8	7	6	5
<b>2. GOOD</b> Convincing/ central ideas clearly grasped	9 - 8	7	6	5	5
<b>3. ADEQUATE</b> Almost no relevance to topic/ clichéd reponses/ apt generalisations, but not really based on text	6	6	5	4	4
<b>4.AVERAGE</b> Lean/ordinary/ naive/ not very clear/ little but some relevance		4	4	3	2
<b>5.INADEQUATE</b> Confused/ muddled /misinterpreted/ almost irrelevant		2	2	2	1

- **NOTE : If the question was not answered at all or does not address the topic, nought is awarded.**
- **The above table only applies if the question has been answered.**

**REVISE MARKS AS A RESULT OF “INCORRECT”ELEMENTS**

Very often an average, or even a good essay is marred by elements which are simply incorrect, absurd or senseless. The problem occurs when it has to be assessed according to the table. There is no easy answer. An appropriate measure would be to mark the learner down to the next category, although in some cases it would be even better to mark the learner down two categories. Sometimes a lower mark within the same category might even be better. (This may seem very straightforward, but it is necessary to mention it nonetheless.)

**ADDENDUM C: EVALUATION TABLE FOR THE 15-MARK ESSAY**

<b>EXPRESSION (LANGUAGE, STYLE &amp; STRUCTURE</b>	<b>1. BRILLIANT</b>	<b>2. MERITORIOUS</b>	<b>3. AVERAGE</b>	<b>4. FLAT</b>	<b>5. WEAK</b>
<b>CONTENT</b>	Precise/ clear/ well developed/ cohesive <i>Minor language errors</i>	Well planned/ fluent/ clear attempt to develop response <i>Few language errors</i>	Ordinary/ common/ boring <i>Errors in language, but not intrusive</i>	Inept/ lame/ few indications of planning <i>Errors intrusive</i>	Very weakly organised <i>Many serious language errors</i>
<b>1.EXCELLENT</b> Comprehensive/ Shows clear insight/	15	14-12	11	10-9	8
<b>2. GOOD</b> Convincing/ central ideas clearly grasped	14-12	11	10-9	8	8-7
<b>3. ADEQUATE</b> Almost no relevance to topic/ clichéd reponses/ apt generalisations, but not really based on text	10	10-9	8	7-6	6-5
<b>4.AVERAGE</b> Lean/ordinary/ naive/ not very clear/ little but some relevance		7	7-6	5	4-3
<b>5.INADEQUATE</b> Confused/ muddled /misinterpreted/ almost irrelevant		4	4	4-3	2-1

- **NOTE : If the question was not answered at all or does not address the topic, nought is awarded.**
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**REVISE MARKS AS A RESULT OF “INCORRECT”ELEMENTS**

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