



education

Department:
Education

PROVINCE OF KWAZULU-NATAL

**CURRICULUM GRADE 10 – 12 DIRECTORATE
NCS (CAPS)**

ENGLISH HOME LANGUAGE

GRADE 12

FINAL PUSH REVISION BOOKLET

PAPER 1, 2 & 3

JUST IN TIME (JIT) PROGRAMME

LEARNER BOOKLET

AUGUST 2026

PREFACE

Grade 12 is a journey that has brought you to one of the most important academic milestones of your schooling career: the National Senior Certificate (NSC) Examination. By now, you have covered a great deal of work, but preparing for the final examination is not only about knowing the content. It is about knowing how to use what you know.

This revision booklet has been designed to help you do exactly that.

The purpose of this booklet is to take the uncertainty out of the English Home Language examination. It focuses on the key skills and question types that you need to master in Paper 1, Paper 2 and Paper 3. Each section will guide you through what the question requires, how to approach it, what examiners are looking for and, most importantly, how you can avoid the mistakes that often cost learners valuable marks.

In Paper 1, you will revise the skills needed for Comprehension, Summary Writing, Advertisements, Cartoons and Language Structures and Conventions. You will learn to look beyond the obvious, understand instructional verbs, identify what a question is really asking and support your answers with relevant evidence from the text or visual.

In Paper 2, the focus moves to Literature. You will be guided through the process of deconstructing an essay question, interpreting what is being asked, planning your response and using appropriate literary terminology. You will also revise how poetic devices, themes, diction, imagery and other techniques contribute to meaning. Remember: a literature essay is not simply a retelling of the poem, novel or drama. It is your ability to make a clear argument and support it with relevant evidence.

In Paper 3, you will focus on transactional writing. You will revise the purpose, audience, context and tone of different text types, including the CV and covering letter, obituary, formal report, film review, restaurant review, agenda and minutes of a meeting. Knowing the format is important, but knowing why you are writing, who you are writing to and how you should communicate your message is just as important.

This booklet is not designed for you to read once and put away. Use it! Write in it! Practise! Make mistakes! Correct them! Try again! The more familiar you become with the different question types and the examination process, the more confident you will become.

Prepare well! Think carefully! Answer confidently! Make every mark count!

Your NSC success starts with your preparation.

ACKNOWLEDGEMENT

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THE DG'S FIVE NUGGETS FOR ACADEMIC ACHIEVEMENT

DG'S 5 NUGGETS FOR ACADEMIC ACHIEVEMENT



PRESENTED BY
MR MATHANZIMA MWELI

DIRECTOR-GENERAL:
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1

**COME TO SCHOOL EVERY DAY,
BE IN CLASS ON TIME
AND ALL THE TIME.**



2

**PAY ATTENTION TO WHAT
THE TEACHERS ARE SAYING
AND DOING EVERY LESSON.**



3

**FOLLOW YOUR PERSONAL STUDY TIMETABLE
FROM MONDAY TO SUNDAY.**

- 3.1 Out of six hours, use at least 3 hours to study and prepare, per subject, per day.
- 3.2 Out of 3 hours, use 1 hour for reading, per subject, per day.
- 3.3 For the remaining two hours, take questions from previous question papers. Based on a topic or topics that you have been reading or studying about, answer them on your own.
- 3.4 Use the memorandum to mark your answers.



4

**USE MATERIALS THAT YOU HAVE
TO STUDY AND PREPARE EVERY DAY,**

- ✓ Notes from all your lessons
- ✓ Text books, study guides, and examination guidelines.
- ✓ Handouts from your teachers – keep them safe and make use of them.
- ✓ Previous question papers and memorandums (practice at least with previous question papers of the last five years before writing your final exams).
- ✓ Digital materials, e.g. YouTube videos

5

BE YOUR SISTER OR BROTHER'S KEEPER.

- ✓ Take care of each other.
- ✓ Protect each other, especially against wrongdoing.
- ✓ Support each other.
- ✓ Teach each other.
- ✓ Learn from one another.
- ✓ Instil discipline within yourself and amongst yourselves.



**THE WARMER
THE BLANKETS,
THE COLDER
THE FUTURE.**



**THE COLDER
THE BLANKETS,
THE WARMER
THE FUTURE.**



**DISCIPLINE ★ DEDICATION ★ DETERMINATION
★ SUCCESS IS OUR DESTINATION! ★**



basic education
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Basic Education

**STRONG FOUNDATIONS,
STRONG FUTURES**

SECTION A – PAPER 1**INTRODUCTION**

Paper 1 assesses your ability to read, understand, interpret and use language in context. This section will help you strengthen the key skills needed for comprehension, summary writing, visual texts and language structures and conventions. The focus is on understanding what each question requires and applying the correct skill to answer it accurately and confidently.

QUESTION 1: COMPREHENSION

A unique approach: 'READ LIKE A DETECTIVE'

The idea is that a comprehension text is not something you simply read from beginning to end and then try to remember. You investigate it. The writer has left clues throughout the text, and the questions tell you which clues you need to find.

Structure it around the 5 D's:

THE 5 D's	WHAT THE LEARNER DOES
1. DISCOVER	What is this text about? What is the main issue or idea?
2. DETECT	What important words, ideas, facts, opinions or changes in tone stand out?
3. DECODE	What exactly is the question asking me to do?
4. DIG	Where in the text is the evidence I need? Go back and find it.
5. DELIVER	How should I formulate my answer to earn the marks?

Now it's time to put your skills into practice!

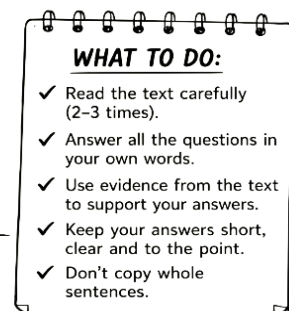
We are going to work through the May/June 2026 NSC English Home Language Paper 1 and look closely at how to answer each question for the comprehension.

This is not just about getting the answers right. We are going to unpack the questions, identify what the examiner is asking, apply the correct reading or language skill, and look at what makes an answer effective.

ENGLISH HL

PAPER 1 – QUESTION 1

COMPREHENSION



QUESTION 1: READING FOR MEANING AND UNDERSTANDING

Read TEXTS A and B below and answer the questions set.

TEXT A**UNDERSTANDING THE IMPLICATIONS OF A GLOBAL VILLAGE**

- | | | |
|---|--|--------------|
| 1 | Imagine the vast spectrum of all the cultures in the world. Listen to the music – from the gentle drum beats of Africa, to the scream of the electric guitar. Taste the curry from India, the coconut milk from Thailand, the cheeseburger from the United States. Now imagine that all these cultures are compressed into one super-culture creating a global village. The individually unique music is now a mixture of loud unpleasant sounds. The individually savoury flavours are a muddled mess. All the countries in the world are united under one government. How would we deal with that? | 5 |
| 2 | The late Marshall McLuhan, a communication expert, coined the term 'global village' in 1964 to describe the phenomenon of the world's culture shrinking and expanding at the same time due to pervasive ¹ technological advances that allow for instantaneous sharing of culture. The assertion that it is possible for all the cultures of the world to become one global village is controversial, though. | 10 |
| 3 | On the one hand, people believe that if it continues, cultural globalisation will lead to a dazzling marketplace where countries of all economic opportunities are represented and where more fortunate countries come to the aid of less fortunate ones with humanitarian efforts. On the other hand, people are afraid that the evolution of a global village will raise conflicts between cultures, cause a fragmentation of culture, or lead to cultural domination by more developed countries and possibly create hybrid cultures. | 15

20 |
| 4 | Assuming McLuhan's analogy of the world as a global village is an accurate prediction of the effect of cultural globalisation, what consequences and benefits will emerge from this compression of culture? | |
| 5 | When McLuhan presented his idea of a 'global village', his concept raised several distinct social problems, such as equal representation, enriched diversity and mutual understanding. A main concern held by those wary of the effects of cultural globalisation is that dominant economies have a negative impact on other cultures around the world. In other words, countries with more economic influence will eventually control the cultural standards by which the rest of the world will have to live. | 25

30 |

- | | | |
|---|--|----------|
| 6 | <p>Related to the idea of cultural domination is perhaps a more essential issue. As this shift towards cultural sharing and overlapping ensues, how does globalisation affect cultural diversity? Some critics adamantly argue that cultural contact is creating uniformity – a global monoculture that is sterile, dull and artificial. Furthermore, they argue that language is bound to culture and that culture is connected to the deep values and structures that hold societies together. Losing languages poses serious cultural risks because we lose aspects of the smaller cultures when minorities are unable to articulate their beliefs and knowledge as a result of the extinction of their language. With this loss, we run the more serious risk of losing some cultures forever. This is certainly worth considering in our discussion of cultural boundaries.</p> | 35
40 |
| 7 | <p>In contrast, however, cultural analysts applaud the opportunity and cross-fertilisation created by globalisation's stepped-up cultural contact and sharing. They have even gone so far as to state that the world has 'become a richly stocked marketplace, not a monoculture'. They view globalisation and cultural sharing as a benefit because it potentially allows all citizens of the world to enjoy the aspects of other cultures. One culture does not need to be changed for the worse in order to enjoy the rich diversity of another.</p> | 45 |
| 8 | <p>Philippe Legrain, a leading British economist, believes that globalisation is a positive cultural trend that can 'free people from the restriction of geographical borders. That we are increasingly free to choose our cultural experiences enriches our lives immeasurably'. To many people, globalisation is not necessarily evil; it is a natural evolution and progression of how people interact with one another given advanced capabilities to communicate.</p> | 50 |
| 9 | <p>It seems obvious that if all countries felt secure in the protection of their cultural beliefs in the world, we would live peacefully. It is, however, naïve considering the current state of political foreign relations to imagine that as a world we could achieve a peaceful co-existence. If we are in fact becoming a global village, will we be able to reach some sort of consensus about how these issues should be addressed in order to benefit all members of our village equally? If we cannot determine respectful cultural boundaries in the simplest manner with regard to language, economy and basic means of survival, it is presumptuous to assume that we can identify as a global village at all.</p> | 55
60 |

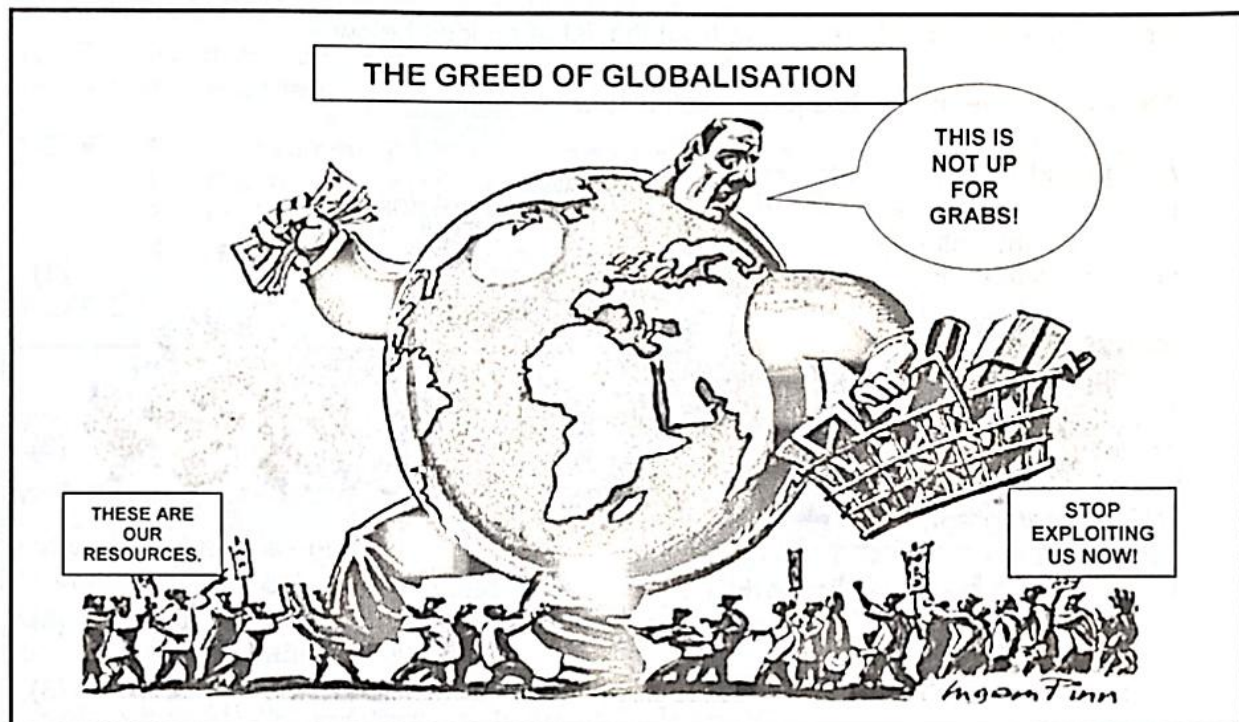
[Adapted from inquiriesjournal.com]

GLOSSARY

¹pervasive: spreading gradually

AND

TEXT B

[Adapted from wordpress.com]**THE GOLDEN RULE**

Look at the QUESTION WORD first. Before answering, ask yourself:

1. What is the instruction word?
2. How many marks is it worth?
3. Must I quote, use my own words, explain, or give an opinion?

INSTRUCTION	WHAT IT REALLY MEANS	WHAT YOU MUST DO
Identify	Find/name it	Give the answer directly.
Describe	Tell what it is like	Give clear characteristics/details.
Explain	Tell HOW or WHY	Give a point and explain it.
In your own words	Prove you understand	Change the wording; do not copy.
Distinguish	Show the difference	Idea A versus Idea B.
Account for	Give a reason/explanation	Identify + explain WHY.
Discuss	Explore and explain	Point + evidence + explanation.
Comment on	Explain effect/significance	Evidence + what it shows.
Critically discuss	Make a judgement/express your viewpoint/use your own voice	Judgement + evidence + explanation.
Justify	Prove your answer	Answer + evidence + explanation.

QUESTIONS: TEXT A

1.1	Identify TWO senses in paragraph 1 to which the writer appeals.	(2)
DECODE IT: IDENTIFY = NAME. Find two of the five senses used in paragraph 1: sight, hearing, smell, taste or touch. ANSWER FORMULA: Sense 1 + Sense 2. POSSIBLE ANSWER: Hearing and taste. COMMON MISTAKE: Do not give only examples such as 'curry' and 'drum beats'. Name the actual senses.		
1.2	Describe the concept of a global village as presented in paragraph 1.	(2)
DECODE IT: DESCRIBE = tell what it is like. The examiner is really asking: According to paragraph 1, what is a 'global village'? ANSWER FORMULA: A global village is ... + detail 1 + detail 2. POSSIBLE ANSWER: It is a world in which different cultures are brought together and begin to merge into one shared global culture. COMMON MISTAKE: Do not simply say, 'The whole world is a village.' Explain the concept.		
1.3	What does the writer mean by, 'The individually savoury flavours are a muddled mess' (line 6)?	(2)
DECODE IT: This is an interpretation question. Do not give only the literal meaning. Ask what the image/metaphor represents. KEY: The 'flavours' represent different cultures. ANSWER FORMULA: Image/metaphor - what it represents - meaning. POSSIBLE ANSWER: The different flavours represent individual cultures. When these cultures are mixed together, they may lose their unique identities and become confused or indistinguishable. EXAM TRICK: When asked 'What does the writer mean by...?', interpret the quotation rather than repeating it.		
1.4	Refer to paragraph 2. In your own words, explain why the world's culture is 'shrinking and expanding at the same time'.	(2)
DANGER WORDS: IN YOUR OWN WORDS means you may not simply copy the passage. DECODE IT: Explain BOTH parts of the contrast: 'shrinking' and 'expanding'. ANSWER FORMULA: Shrinking because ... / Expanding because ... POSSIBLE ANSWER: Culture is shrinking because technology makes distance less important and allows instant communication. It is expanding because people have access to a much wider variety of cultures. COMMON MISTAKE: Explaining only one side can cost a mark.		

1.5	Distinguish between the writer's views on global culture in paragraph 3.	(2)
<p>DECODE IT: DISTINGUISH = show the difference. Look for two opposing viewpoints.</p> <p>CLUE: 'On the one hand ...' versus 'On the other hand ...' signals POSITIVE vs NEGATIVE.</p> <p>ANSWER FORMULA: One view: ... / Opposing view: ...</p> <p>POSSIBLE ANSWER: One view is that globalisation can create economic opportunities and encourage countries to help one another. The opposing view is that it could cause cultural conflict, domination and loss of cultural identity.</p> <p>EXAM TRICK: Use words such as whereas, while, however or on the other hand.</p>		
1.6	Refer to paragraph 4.	
	Account for the writer's tone.	(2)
<p>DECODE IT: ACCOUNT FOR means identify the tone AND explain why.</p> <p>MARK THINKING: 1 mark = tone; 1 mark = reason.</p> <p>POSSIBLE TONES: questioning / contemplative / concerned.</p> <p>ANSWER FORMULA: The tone is _____ because the writer _____.</p> <p>POSSIBLE ANSWER: The tone is questioning/contemplative because the writer asks the reader to consider the possible benefits and consequences of cultural globalisation.</p> <p>COMMON MISTAKE: 'The tone is questioning' identifies the tone but does not account for it.</p>		
1.7	Refer to lines 26–30: 'A main concern ... have to live.'	
	Choose the appropriate response from the list of options below. The writer's intention in this paragraph is to ...	
	<p>A provide generic information about cultures.</p> <p>B caution people about the possible threat of cultural domination.</p> <p>C highlight cultural standards.</p> <p>D illustrate economic opportunities for all cultures.</p>	(1)
<p>DECODE IT: INTENTION = why did the writer write this? Do not confuse this with merely identifying the topic.</p> <p>CLUES: 'main concern', 'negative impact' and 'control' have warning/cautionary connotations.</p> <p>ANSWER: B – caution people about the possible threat of cultural domination.</p> <p>EXAM TRICK: For writer's intention: think, inform, persuade, warn, criticise, entertain or challenge.</p>		

1.8	Refer to paragraph 6. Discuss how the writer develops his argument about the impact of globalisation on cultural diversity.	(3)
-----	--	-----

DECODE IT: The examiner wants HOW the argument is built from one point to the next, not merely a summary.

STAIRCASE: Issue - Argument - Consequence.

POSSIBLE ANSWER: The writer first questions whether globalisation threatens cultural diversity. He then introduces critics' argument that cultural contact could create a uniform and artificial monoculture. Finally, he strengthens the argument by showing that the loss of language could result in the loss of knowledge, beliefs and entire cultures.

COMMON MISTAKE: 'Globalisation is bad for culture' is a conclusion, not an explanation of how the argument develops.

1.9	Refer to paragraph 8. Comment on how the diction in this paragraph reflects a positive view of globalisation. Refer to TWO examples of diction in your response.	(3)
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DECODE IT: Which words make globalisation sound positive, and WHY? The question requires TWO examples.

LOOK FOR: 'free people'; 'enriches our lives immeasurably'; 'natural evolution and progression'.

ANSWER FORMULA: WORD/PHRASE - MEANING - EFFECT.

POSSIBLE ANSWER: The phrase 'free people' suggests that globalisation liberates people from geographical restrictions. Furthermore, 'enriches our lives immeasurably' suggests that exposure to different cultural experiences greatly improves people's lives. Both create a positive view of globalisation.

REMEMBER: If the question asks for two examples of diction, discuss actual words/phrases from the paragraph.

1.10	Critically discuss the suitability of paragraph 9 as a conclusion to the article.	(3)
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DECODE IT: CRITICALLY DISCUSS = make a judgement + prove it. Ask: Does paragraph 9 work well as the conclusion, and why?

ANSWER FORMULA: JUDGEMENT - EVIDENCE - EXPLANATION.

POSSIBLE ANSWER: Paragraph 9 is a suitable conclusion because it returns to the central concept of the global village. The rhetorical questions encourage readers to consider whether cultures can truly co-exist fairly. The final statement reinforces the article's concern that a global village cannot exist successfully without respecting cultural boundaries.

IMPORTANT: 'Critically discuss' does not automatically mean 'say something negative'. Evaluate and support your judgement. USE YOUR OWN VOICE IN CONTEXT.

QUESTIONS: TEXT B

1.11	Give TWO visual cues which depict the man's power.	(2)
DECODE IT: VISUAL CUES = things you can SEE. What makes the man look powerful? POSSIBLE ANSWERS: His huge size compared with the protesters; his large/muscular body and arms; his dominant position; his control of the resources/money. COMMON MISTAKE: Do not rely on the written posters when the question specifically asks for visual cues.		

1.12	Discuss how the man's facial expression reflects his reaction, 'THIS IS NOT UP FOR GRABS!' in relation to the posters.	(3)
DECODE IT: Connect THREE things: (1) facial expression, (2) his words, and (3) the protesters' posters. FACIAL EXPRESSION: angry / aggressive / defiant. HIS WORDS: 'THIS IS NOT UP FOR GRABS!' shows refusal to give something up. POSTERS: 'THESE ARE OUR RESOURCES.' / 'STOP EXPLOITING US NOW!' show that the protesters believe the resources belong to them. ANSWER FORMULA: Expression - quotation - contradiction/meaning. POSSIBLE ANSWER: The man's facial expression is angry and aggressive, which matches the forceful exclamation 'THIS IS NOT UP FOR GRABS!' His reaction shows that he refuses to surrender control even though the protesters claim that these are their resources and demand an end to their exploitation.		

QUESTIONS: TEXT A AND B

1.13	Refer to both TEXT B and paragraph 7 of TEXT A. Does TEXT B support or contradict the information provided in paragraph 7? Justify your response.	(3)
DECODE IT: This is a comparison question. You must use TEXT A + TEXT B. Ask whether they give the same or opposing messages. STEP 1: Make your choice – CONTRADICTS. TEXT A: Paragraph 7 presents globalisation positively through cultural sharing, cross-fertilisation and rich diversity. TEXT B: The cartoon presents globalisation as greedy, exploitative and unequal, with powerful groups controlling resources. ANSWER FORMULA: Answer - Text A - Text B - Link. POSSIBLE ANSWER: TEXT B contradicts paragraph 7. Paragraph 7 presents globalisation positively as an opportunity for cultural sharing and enjoying the diversity of other cultures. In contrast, TEXT B portrays globalisation as greedy and exploitative, with a powerful figure controlling resources while others protest against exploitation.		

KEY CONCEPTS THAT ARE TESTED IN THE COMPREHENSION			
WHAT YOU MUST KNOW	WHAT THE EXAMINER MAY ASK YOU TO DO	WHAT YOU SHOULD LOOK FOR	QUICK EXAMPLE
1. Literal meaning	Find information directly stated in the text.	Facts, reasons, events, descriptions	<i>Why did the character leave?</i> - Find the stated reason.
2. Meaning in context / Implied meaning	Explain what a word/phrase means in that particular sentence .	Surrounding words and ideas	<i>What does 'isolated' mean in paragraph 3?</i> - Alone/separated.
3. Vocabulary	Give a synonym, antonym or meaning.	The actual word + context	<i>Give a synonym for 'reluctant'.</i> - Unwilling.
4. Reference	Identify what a pronoun/word refers to.	<i>it, they, this, these, such, he, which</i>	<i>What does 'this' refer to?</i> - Go backwards and identify the specific idea.
5. Inference	Work out something that the writer does not say directly .	Clues + logical conclusion	<i>What can we infer about the speaker?</i> - Use what the speaker says/does.
6. Cause and effect	Explain why something happened or what resulted from it.	<i>because, therefore, led to, resulted in</i>	<i>Why did the situation worsen?</i> - Give the cause, not simply the event.
7. Comparison	Show similarities and/or differences.	<i>whereas, unlike, similarly, both</i>	<i>How does A differ from B?</i> - Give the actual contrast.
8. Contrast	Explain an opposing idea or change.	<i>but, however, unlike, whereas, on the other hand</i>	<i>How does the writer contrast the two groups?</i> - State both sides.
9. Writer's purpose	Explain why the writer wrote the text or used a particular technique.	Inform, persuade, criticise, entertain, challenge, warn	<i>Why does the writer use statistics?</i> - To strengthen the argument with evidence.
10. Tone	Identify and/or explain the writer's attitude.	Word choice, punctuation, imagery, sentence structure	<i>What is the tone?</i> - Critical, sarcastic, concerned, enthusiastic, etc.
11. Attitude	Explain how the writer feels about a person, issue or idea.	Positive/negative language and judgement	<i>What is the writer's attitude towards technology?</i> - Critical but concerned.
12. Mood	Explain the feeling created in the reader.	Description, imagery, events, word choice	Dark imagery - creates a threatening mood.
13. Fact vs opinion	Distinguish what can be proven from what someone believes.	Evidence vs personal judgement	<i>'The school opened in 1998.'</i> = fact. <i>'It is the best school.'</i> = opinion.

14. Bias / Generalisation / Prejudice / Stereotype	Identify whether the writer favours one side.	Loaded words, selective evidence, strong opinions	Calling one group 'selfish' reveals bias.
15. Objectivity / subjectivity	Decide whether the writer is neutral or personal.	Facts vs emotional/judgemental language	Statistics - more objective; 'disgraceful' - subjective.
16. Validity of an argument	Decide whether an argument is convincing or reasonable.	Evidence, logic, relevance	<i>Is the writer's argument valid?</i> - Give a reason supported by the text.
17. Reliability	Consider whether information/source can be trusted.	Expertise, evidence, credibility, exaggeration	A qualified researcher may provide a more credible source.
18. Rhetorical question	Explain its purpose/effect.	A question not requiring an actual answer	<i>'Can we really ignore this?'</i> - Challenges the reader to consider the issue.
19. Emotive language	Explain how emotional words influence the reader.	Words designed to create feelings	'Innocent victims' - creates sympathy.
20. Figurative language	Identify/explain metaphor, simile, personification, etc.	Non-literal meaning	'The city never sleeps.' - Personification; suggests constant activity.
21. Imagery	Explain the picture/idea created by the writer.	Sensory and descriptive language	'The bitter wind clawed at him.' - Creates a harsh, threatening image.
22. Diction / word choice	Explain why a particular word is effective.	Specific words rather than the whole sentence	<i>Why 'destroyed' rather than 'damaged'?</i> - Stronger, more forceful meaning.
23. Repetition	Explain why an idea/word is repeated.	Repeated words or phrases	Repeating 'never' - emphasises refusal or determination.
24. Sentence structure	Explain the effect of a short/long/question/exclamatory sentence.	Sentence length and construction	A short sentence can create emphasis or impact.
25. Punctuation	Explain how punctuation contributes to meaning.	Dash, ellipsis, colon, exclamation mark, quotation marks	'Enough!' - emphasises anger or urgency.
26. Opening / introduction	Explain how the beginning attracts or prepares the reader.	First sentence/paragraph/title	A surprising statement can create curiosity.

27. Ending / conclusion	Explain how the ending contributes to the text.	Final paragraph/sentence	A strong conclusion may reinforce the writer's argument. What is the argument?
28. Development of an argument	Trace how the writer builds an idea.	Introduction - evidence - examples - counterargument - conclusion	The writer first presents a problem, then gives evidence to support a solution.
29. Counter-argument	Identify/explain an opposing viewpoint.	<i>however, although, some may argue</i>	<i>'Some believe social media connects us; however...'</i>
30. Writer's intention	Explain what the writer wants the reader to think, feel or do.	Overall message + techniques	The writer may want readers to reconsider their behaviour.
31. Audience	Identify the intended reader and explain suitability.	Subject, vocabulary, tone and context	A text about university applications is aimed at prospective students.
32. Title / sub-heading	Explain how the title/sub-heading relates to the text.	Meaning, irony, word choice, main idea	A title may introduce the topic or deliberately create curiosity.
33. Paragraph function / single like paragraph	Explain why a particular paragraph is included.	What the paragraph contributes	It may introduce a new idea, provide evidence or give an example.
34. Evidence	Support an answer using information from the text.	Words, phrases, examples, facts	Don't say <i>'The writer is angry.'</i> Show the words that reveal anger.
35. Evaluate	Give a judgement and support it.	<i>effective, convincing, appropriate, justified</i>	<i>Is the argument convincing?</i> - Yes, because the writer supports the claim with evidence.
36. Juxtaposition	Explain how two contrasting or different ideas, images, characters or situations are deliberately placed close together to highlight a difference.	Two things that are noticeably different placed side-by-side	<i>'The rich lived in luxury while the poor slept on the streets.'</i> - The juxtaposition highlights the inequality between the two groups.
37. Paradox / Irony / Contradiction	Explain how a statement or idea appears contradictory but contains a deeper truth. Use writer's choice of words.	A seemingly impossible or contradictory statement that makes sense when considered carefully.	<i>'Less is more.'</i> - Although it sounds contradictory, it suggests that simplicity can be more effective than excess.

PUT YOUR SKILLS INTO PRACTICE

Below are two comprehension activities that you can use to practise and strengthen your skills.

Work through each passage carefully. Use the strategies you have learnt to identify the main ideas, locate relevant evidence, interpret meaning, analyse the writer's use of language, and formulate clear answers that respond directly to the questions.

QUESTION 1: PRACTICE ACTIVITY 1

Read TEXTS A and B below and answer the questions set.

TEXT A**THE GREAT NATIONAL SHRUG**

- 1 There is a peculiar talent that many of us have perfected: the ability to notice something wrong without becoming involved in it. We see the queue being jumped and suddenly become fascinated by the ceiling. We hear an insulting remark at the dinner table and discover an urgent interest in our potatoes. We watch someone being treated unfairly and tell ourselves that it is 'none of our business'. It is a useful talent. It keeps the peace. It also keeps us comfortably seated. 5
- 2 We like to imagine ourselves as people who would speak up when it really mattered. If injustice arrived wearing a name tag and carrying a clipboard, we would surely recognise it. Unfortunately, injustice rarely introduces itself so politely. More often, it arrives disguised as an awkward conversation, a joke that goes too far, an unfair decision or a person who is repeatedly ignored. And that is where our courage tends to develop a sudden appointment elsewhere. 10
- 3 Silence is not always cowardice. Sometimes silence is wisdom. There are moments when saying nothing prevents an argument from becoming a war, or when listening is more valuable than speaking. The problem begins when 'keeping the peace' becomes an excuse for keeping ourselves comfortable. We may tell ourselves that we are being sensible when, in reality, we are simply avoiding the discomfort that comes with challenging another person. It is remarkably easy to confuse peace with the absence of confrontation. 15
- 4 We have also become skilled at convincing ourselves that somebody else will intervene. If a person is being treated unfairly, we assume that a friend, a teacher, a manager or some other suitably qualified adult will eventually notice. This allows us to remain observers rather than participants. The reasoning is comforting: if the problem is serious enough, someone else will deal with it. The difficulty is that everyone may be thinking exactly the same thing. While we wait for a hero, the situation quietly carries on without one. 20 25
- 5 There is another reason silence is attractive: it is safe. The person who speaks may become unpopular. The person who objects may be labelled difficult. The person who asks an uncomfortable question may suddenly discover that everyone in the room has become very interested in their phone, their coffee or an invisible stain on the carpet. Speaking introduces risk. Silence, by comparison, is wonderfully uncomplicated. It rarely requires an explanation, and nobody has ever been accused of causing trouble by keeping their mouth shut. 30

- | | | |
|----|--|----------|
| 6 | Yet silence can have consequences even when it is not intended to. If everybody remains quiet, no single person feels responsible for what happens. We become a kind of human camouflage, each person looking at the others and thinking, 'If this were really serious, surely someone would say something.' This is how ordinary silence becomes powerful. One person says nothing, then another, then another. Eventually the silence begins to look like agreement. | 35 |
| 7 | We often imagine that harmful behaviour continues because there are cruel people in the world. Sometimes that is true. But harmful behaviour can also continue because decent people are reluctant to interrupt it. A person does not have to approve of something to help it survive. Sometimes all that is required is a convenient silence. When nobody objects, the person behaving badly receives no reason to reconsider, while the person being treated unfairly may conclude that nobody cares enough to help. Meanwhile, everyone else can preserve the comforting belief that they are good people because, technically, they did not do anything wrong. | 40
45 |
| 8 | Of course, speaking up is not as simple as motivational posters suggest. There are genuine risks. People can misunderstand us. We can get the facts wrong. We can make a situation worse. Courage does not come with a guarantee of good results. Perhaps that is why we prefer the fantasy of the perfect moment: the moment when we have all the facts, the perfect words and complete certainty that everyone will applaud our moral brilliance. That moment is unlikely to arrive. | 50 |
| 9 | Real courage is usually much less glamorous. It may sound like, 'I don't think that's fair.' It may be a quiet question: 'Why are we treating this person differently?' It may simply mean refusing to laugh at a joke designed to humiliate someone. None of this will earn a medal, and there will probably be no soundtrack. A society does not become more courageous because everyone suddenly becomes heroic. It becomes more courageous when ordinary people become slightly less willing to look away. | 55
60 |
| 10 | We should also be careful about congratulating ourselves for being 'unbothered'. The word sounds wonderfully modern and emotionally efficient. It suggests independence and calmness. But there is a difference between being unbothered and being indifferent. One is emotional self-control; the other is a refusal to care. Caring, inconveniently, is part of being human. A person who notices an injustice does not have to become a crusader. They simply have to decide that discomfort is not, by itself, a good enough reason to remain silent. | 65 |

Source: [Adapted from The Conversation.]

AND

TEXT B



QUESTIONS: TEXT A

1.1 Refer to paragraph 1.

What do people do when they encounter something wrong but choose not to become involved?

(1)

1.2 In your own words, explain why the writer describes this behaviour as a 'useful talent' (line 6).

(2)

1.3 Refer to paragraph 2.

Explain why people may fail to recognise situations that require them to act.

(2)

1.4 Refer to paragraph 3.

What point does the writer make about the relationship between silence and keeping the peace?

(2)

1.5 Refer to paragraph 4.

Choose the appropriate response from the list of options below.
The writer's tone in paragraph 4 is ...

- A. sympathetic.
- B. humorous.
- C. critical.
- D. uncertain.

(1)

- 1.6 Refer to paragraph 5.
Discuss how the writer uses irony to emphasise why people prefer to remain silent. (3)
- 1.7 Refer to paragraph 6.
Account for the use of the expression 'human camouflage' in describing people's silence. (2)
- 1.8 Refer to paragraph 7.
Discuss the paradox presented in the statement: 'A person does not have to approve of something to help it survive.' (3)
- 1.9 Refer to paragraph 8.
Comment on the subjectivity of the writer in this paragraph. Refer to TWO examples of diction in your response. (3)
- 1.10 Critically discuss the suitability of paragraph 10 as a conclusion to the article. (3)

QUESTIONS: TEXT B

- 1.11 Explain how the depiction of the central figure highlights the cartoonist's message. (2)
- 1.12 With reference to ONE visual cue and ONE verbal cue, discuss how TEXT B contributes to the portrayal of indifference and avoidance. (3)

QUESTION: TEXT A AND B

- 1.13 To what extent does TEXT B reinforce the writer's view expressed in paragraph 9? Justify your response with reference to both texts. (3)

TOTAL: 30

QUESTION 1: PRACTICE ACTIVITY 2

Read TEXTS A and B below and answer the questions set.

TEXT A**THE PRISON WITHOUT WALLS**

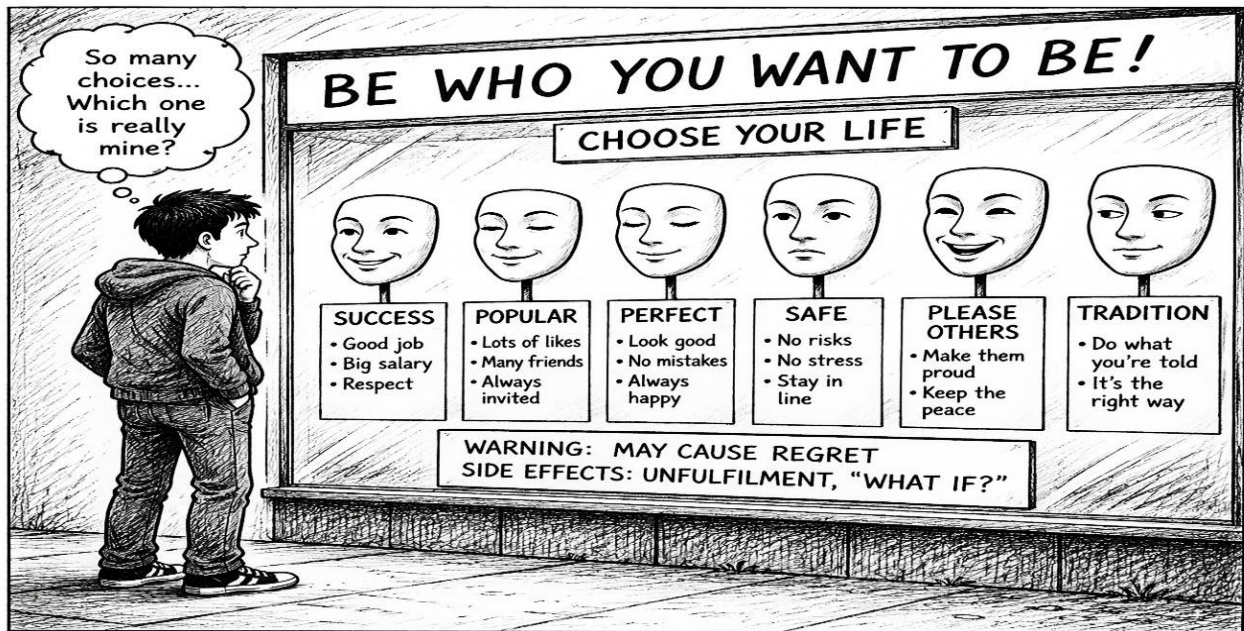
- 1 When last did you make a decision that was truly your own? Not one shaped by parents, friends, culture, social media or the persistent anxiety of 'What will people say?' Society assures young people that they are free to choose who they will become, yet presents ideas about what that person should look like.
- 2 Freedom of speech, expression and choice are familiar principles, and young people appear to have more options. Yet numerous choices do not necessarily mean genuine freedom. A person may be surrounded by possibilities and still feel unable to choose differently from those around them. Here, the prison has no walls; it has expectations. Free will refers to the ability to make choices independently and accept responsibility for those choices. Jean-Paul Sartre argued that human beings are 'condemned to be free': individuals remain responsible for their choices. This is unsettling because freedom removes a convenient excuse. Freedom demands accountability, too. 5 10
- 3 From childhood, many people are introduced to a familiar blueprint for success: work hard, achieve impressive marks, obtain a qualification, find a secure career, earn money and build a respectable family life. Stability can provide security. The problem begins when a prescribed route is followed without asking whether it leads somewhere we actually want to go. A map can guide a traveller, but it can also prevent discovery. 15
- 4 This distinction becomes important when young people make decisions about their futures. A learner may choose a prestigious career rather than a meaningful one. Another may remain silent because disagreement could result in rejection. Someone else may measure success by online approval. Psychological pressure can be powerful because it is invisible. Social media has intensified this pressure. Platforms can become stages for performance, where selected moments are displayed for approval. 20 25
- 5 Gradually, external validation can become an internal demand. A person no longer asks, 'What do I value?' but 'What will be admired?' The irony is clear: technology that gives individuals opportunities to express themselves can also encourage them to imitate one another. Social media is not responsible for every poor decision. Social expectations existed long before smartphones. Families, schools and traditions influence how people understand success and identity. They can provide guidance and belonging. The danger arises when influence becomes unquestioned authority. 30

- | | | |
|---|--|----------|
| 6 | There is, therefore, an important difference between guidance and obedience. Parents and teachers may offer advice because they care. None of this automatically represents an attack on free will. Mature independence requires listening without surrendering the right to think. Yet young people are often described as victims of social pressure, which can remove part of the truth. People do not merely receive expectations; they also reproduce them. We judge ourselves and others by standards absorbed from society. We complain about conformity while quietly rewarding it. | 35
40 |
| 7 | The result is a contradiction. Society tells individuals to 'be yourself' while presenting ideas about what a successful or respectable person should be. Stand out, but not too much. Be original, but remain acceptable. Follow your dreams, provided those dreams make sense to everyone else. Such contradictions create a subtle form of social conditioning. Eventually, external pressure can become an internal voice, and the individual begins policing their own choices. | 45 |
| 8 | Questioning these expectations does not mean abandoning responsibility. There is a difference between an independent decision and a reckless one. Free will should not be confused with doing whatever feels good immediately. Genuine autonomy requires reflection: examining motives, considering consequences and determining whether choices reflect personal values. Freedom without responsibility is not maturity; it is simply impulse wearing the costume of independence. The greatest obstacle may not be fear of failure but fear of judgement. Failure can be corrected; judgement can feel permanent. Independence can have a price. | 50
55 |
| 9 | A life organised around avoiding disappointment may eventually produce another kind of regret. An individual may become successful according to somebody else's definition while remaining uncertain about their own. They may have the qualification, salary, status and approval, yet still wonder what might have happened had they chosen differently. The tragedy is not necessarily that the wrong road was taken, but that the road was never consciously chosen. Reclaiming free will therefore begins with something deceptively simple: questioning. Why do I want this? Whose definition of success am I following? Would I still make this choice if nobody could see it? These questions do not guarantee easy answers, but discomfort is not always evidence that something has gone wrong. Sometimes it is evidence that a person is thinking rather than merely obeying. | 60
65 |

Source: [Adapted from The Conversation.]

AND

TEXT B



QUESTIONS: TEXT A

1.1 Refer to the title: 'The Prison Without Walls'.

Provide a definition for the word 'prison' as it is used in the title.

(1)

1.2 Refer to line 1: 'When last did you make a decision that was truly your own?'

What does this question reveal about the writer's view of the choices made by young people?

(2)

1.3 Refer to paragraph 2.

Explain the distinction the writer makes between having choices and having genuine freedom.

(2)

1.4 Refer to paragraph 3.

Explain what the writer means by the statement: 'A map can guide a traveller, but it can also prevent discovery' (lines 18–19).

(2)

1.5 Refer to paragraph 4.

What message does the writer convey about how young people define success?

(2)

1.6 Refer to paragraph 5.

1.6.1 Choose the most appropriate response from the list of options provided:

The writer's attitude towards the influence of social media could best be described as ...

- A. dismissive.
- B. balanced.
- C. enthusiastic.
- D. indifferent.

(1)

1.6.2 Comment on how the diction in paragraph 5 conveys the writer's attitude. Include TWO examples of diction in your response.

(3)

1.7 Refer to paragraph 6.

What does the paragraph suggest about the role young people play in maintaining social expectations?

(2)

1.8 Refer to paragraph 7.

Discuss the paradox presented in the statements: 'Stand out, but not too much. Be original, but remain acceptable' (lines 44–45).

(3)

1.9 To what extent does paragraph 9 support the writer's argument that young people need to 'reclaim free will'? Motivate your response.

(3)

1.10 Refer to the rhetorical questions at the end of paragraph 9.

Comment on the effectiveness of these questions in reinforcing the writer's message.

(3)

QUESTIONS: TEXT B

1.11 Discuss how the visual elements in TEXT B convey the conflict between individual choice and societal expectations.

(3)

QUESTION: TEXT A AND B

1.12 Refer to both TEXT A and TEXT B. Critically discuss the extent to which TEXT B illustrates the writer's view in paragraph 8 of TEXT A.

(3)

TOTAL: 30

QUESTION 2: SUMMARY WRITING

A unique approach: a summary tests your ability to identify the most important ideas, leave out unnecessary detail and express information clearly in your own words. The aim is not to copy the passage or shorten every sentence. Instead, you must select, condense and combine the key points into a brief, coherent summary.

Think of summary writing as 'smart reading with fewer words.' Ask yourself: 'What does the question require me to find? Which ideas are essential? What can I remove without losing the meaning?'

Use the 5-Finger SUMMARY Method below to guide you through the process:

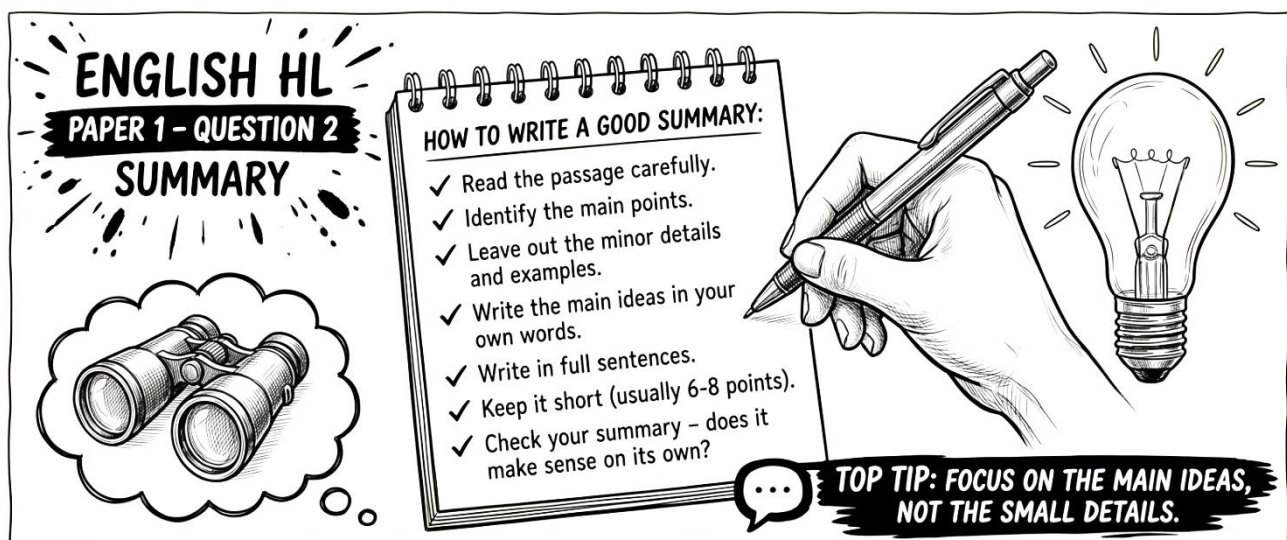
Step	Finger	What the learner does
1	READ	Read the passage once to understand the overall message.
2	FIND	Find the key points that directly answer the question.
3	FILTER	Remove examples, explanations, repetition, descriptions and minor details.
4	FUSE	Combine related points and rewrite them in your own words.
5	FINALISE	Check 7 points + 90 words + coherent sentences + no unnecessary details. Stick to the word count.

Now let's put your summary skills into practice!

We are going to work through the May/June 2026 NSC English Home Language Paper 1 Summary and look closely at how to approach this question effectively.

This is not just about finding seven points and counting words. We are going to unpack the question, identify exactly what the examiner requires, locate the relevant ideas, separate main points from supporting details, and practise expressing those ideas in our own words.

As we work through the question, we will focus on the skills that make a summary effective: selection, relevance, paraphrasing, conciseness, coherence and accurate word count.



SECTION B: SUMMARY**QUESTION 2: SUMMARISING IN YOUR OWN WORDS**

TEXT C discusses public transportation as a favourable alternative. Summarise, in your own words, **the benefits of public transportation**.

- NOTE:** 1. Your summary should include SEVEN points and NOT exceed 90 words.
2. **You must write a fluent paragraph.**
3. You are NOT required to include a title for the summary.
4. Indicate your word count at the end of your summary.

TEXT C**PUBLIC TRANSPORTATION ... A FAVOURABLE ALTERNATIVE**

What if improving your physical and mental health was as easy as riding in a taxi, bus or train? Breathing fresh air, doing physical activity and avoiding stress are a few well-known steps toward healthy living.

Individuals who use public transport get three times more physical activity per day than those who do not, by walking to a taxi or bus rank and their final destinations. Getting active helps lower the risk for serious diseases, such as: heart disease, back problems, cancer and depression.

Public transport related accidents, involving taxis, buses and trains, have lower passenger fatality rates than automobile travel. Car accidents are responsible for approximately 40 000 deaths per year, making them one of the largest causes of death for people aged 1 to 44. Public transportation significantly diminishes this threat.

Public transportation improves access to education and employment, leading to better long-term economic opportunities. Minibus taxis, buses or trains provide access to social activities, allowing individuals to participate in events they otherwise could not do. Furthermore, public transport benefits community cohesion by promoting positive interactions among people standing in queues. Casual interactions with familiar strangers, like greeting your driver or fellow passengers, help to improve emotional well-being.

Pollution is estimated to cause as many deaths per year as traffic accidents. However, buses and trains produce less pollution than cars per passenger mile.

Car payments, fuel prices and parking fees can be a major expense, but public transportation lessens this financial burden by alleviating the need to purchase and operate individual vehicles. This leaves travellers with more money for better living arrangements, healthy food and medical services.

An international survey of people aged 65 and older found that non-drivers take fewer trips to the doctor, a shopping mall, social functions and religious activities. However, public transportation allows for low-income seniors and disabled individuals to gain access to important services that improve their health such as: healthcare appointments, shopping, banking and employment opportunities.

The benefits of public transportation are expansive, ranging from personal health to household finances.

[Adapted from www.transloc.com]

HOW TO DECODE IT USING THE FIVE-FINGER SUMMARY METHOD

When answering a summary question, imagine that your **five fingers represent five important steps**. Each finger helps you move from the passage to a clear, concise and relevant summary.

FINGER 1: READ – Find the Target

Before you underline anything, **read the instruction carefully**.

Ask: **‘What information am I being asked to summarise?’**

In this question, the target is **BENEFITS**.

Therefore, every point you select must answer: **‘How does public transport benefit people?’**

FINGER 2: FIND – Find the Seven Points

Now return to the passage and search specifically for the **seven main benefits**.

No.	Main Point	What the passage says	Own-word version
1	Physical health	Users often walk to stops or stations, increasing physical activity and reducing health risks.	Public transport encourages physical activity and improves health.
2	Safety	Passenger fatality rates are lower than those associated with automobile travel.	Public transport is generally safer than travelling by car.
3	Education and employment	It provides access to education, jobs and economic opportunities.	It improves access to education and employment opportunities.
4	Social interaction	Travelling with others promotes interaction and emotional well-being.	It encourages social interaction and strengthens communities.
5	Less pollution	Buses and trains produce less pollution per passenger than cars.	Public transport produces less pollution than private cars.
6	Saves money	It reduces expenses such as vehicle payments, fuel and parking.	It reduces the cost of owning and operating a vehicle.
7	Essential services	It helps disadvantaged groups access healthcare, shops, banks and work.	It gives vulnerable people better access to essential services and opportunities.

Remember: You are not looking for seven sentences. You are looking for **seven ideas**.

FINGER 3: FILTER – Keep the Point, Lose the Proof

Now separate the **main idea** from the information used to explain or prove it.

LEAVE OUT:

- Long examples
- Unnecessary statistics
- Repeated ideas
- Detailed explanations
- Quotations
- Background information
- Your own opinion

EXAMINER'S RULE:

The passage may give several examples to prove ONE idea. Your summary usually needs the MAIN POINT, not every example.

For example:

Passage:

'Car payments, fuel prices and parking fees can be a major expense...'

Keep the POINT:

Public transport reduces travelling costs.

Leave out the PROOF:

Car payments + fuel prices + parking fees.

FINGER 4: FUSE – Change and Shorten

- Now put the seven points into **your own words**.
- Do not simply replace one or two words with synonyms. Instead:

UNDERSTAND - LOOK AWAY - REWRITE - SHORTEN

For example: 'Car payments, fuel prices and parking fees can be a major expense...'

Becomes: **Public transport reduces travelling costs.**

You have kept the original meaning but removed unnecessary detail.

Now FUSE your ideas:

Instead of writing seven disconnected sentences, connect your ideas naturally:

Public transport encourages physical activity and improves health. **It** is generally safer than travelling by car. **It also** improves access to education and employment opportunities...

The result should read like **one connected paragraph**, not a list.

FINGER 5: FINALISE – Check, Count and Submit

Before you hand in your summary, use the final **5-point check**:

CHECK	QUESTION
✓ TARGET	Did I answer exactly what the question asked?
✓ 7 POINTS	Did I include seven relevant ideas?
✓ OWN WORDS	Did I express the ideas in my own words?
✓ PARAGRAPH	Is my summary one coherent paragraph?
✓ WORD COUNT	Did I stay within the required word limit and write the word count?

MODEL SUMMARY

Public transport encourages more physical activity, reducing the risk of serious diseases. It is safer than travelling by car because passenger fatality rates are lower. It improves access to education and employment opportunities. It also encourages social interaction and strengthens communities. Buses and trains cause less pollution per passenger than cars. Using public transport reduces the financial burden of owning and operating a vehicle. It also gives low-income, elderly and disabled people better access to essential services.

ALTERNATIVE METHOD: DECODE THE SUMMARY

If you prefer a more direct exam approach, use **DECODE IT**. This method helps you move quickly from the question to the final summary.

DECODE IT — STEP BY STEP

STEP	WHAT TO DO
1. WHAT?	Read the instruction first. Identify exactly what you must find. Here: BENEFITS OF PUBLIC TRANSPORT .
2. FIND	Scan the passage for ideas that answer the question. Look for main points , not every detail.
3. FILTER	Leave out examples, statistics, repetition and supporting details unless they are essential.
4. KEEP	Keep important WHO, WHAT and WHY details so that the meaning remains accurate.
5. CHANGE	Rewrite each point in your own words without changing the meaning.
6. JOIN	Combine related ideas where appropriate to save words and create a fluent paragraph.
7. CHECK	Check your points, wording, paragraph structure and word count .

QUICK POINT-FINDING GUIDE

The passage may contain **more than seven possible points**, so finding extra points gives you a choice.

PASSAGE CLUE	MAIN POINT
More physical activity	Improves physical health
Lower fatality rates	Safer than travelling by car
Education and employment	Improves access to opportunities
Social activities / community interaction	Strengthens social connections
Emotional well-being	Supports emotional health
Less pollution	Reduces environmental impact
Financial burden	Reduces transport costs
More money for living needs	Improves quality of life
Essential services	Helps vulnerable people access services

WATCH OUT FOR DISTRACTORS

40 000 deaths per year - supports the **safety** point.

Heart disease, cancer and depression - examples supporting the **health** point.

Healthcare, shopping and banking - examples of **essential services**.

Remember: One main idea can have many supporting details. Do not count every detail as a separate point.

PUT YOUR SKILLS INTO PRACTICE

Below are two summary writing examples that you can use to practise and strengthen your skills.

Work through each example carefully. Use the strategies you have learnt to identify the target, find the main points, filter out unnecessary details, paraphrase the information and produce a concise, coherent summary.

SECTION B: SUMMARY – PRACTICE ACTIVITY 1**QUESTION 2: SUMMARISING IN YOUR OWN WORDS**

TEXT C discusses load shedding and its impact on learners. Summarise, in your own words, **the ways in which learners can cope with load shedding**.

- NOTE:** 1. Your summary should include SEVEN points and NOT exceed 90 words.
2. **You must write a fluent paragraph.**
3. You are NOT required to include a title for the summary.
4. Indicate your word count at the end of your summary.

TEXT C**STUDYING DURING LOAD SHEDDING**

Load shedding can make studying difficult, especially when electricity is unavailable during the evening. However, learners can reduce its effect by planning carefully. The first step is to know the local schedule and organise demanding schoolwork for periods when electricity is available. A learner who plans ahead is less likely to waste valuable study time.

Preparing before an outage also helps. Learners can charge a cellphone, laptop or tablet beforehand and keep printed notes, textbooks and worksheets ready. A study area near a window can provide natural light during the day, while a rechargeable lamp or torch can provide safer lighting after dark. These simple preparations allow work to continue when electronic devices cannot be used.

Not every useful study activity needs electricity. Learners can revise vocabulary, read prescribed literature, practise essay plans, learn definitions or complete written exercises. They can also review work that has already been completed and identify areas that need more attention. Such activities turn a power interruption into an opportunity for revision rather than lost time.

Working with others can provide additional support. Small study groups can share notes, discuss difficult concepts and test one another before assessments. Learners should also avoid leaving assignments until the last minute because an unexpected interruption may reduce the time available to complete them.

Load shedding may be inconvenient, but it does not have to stop learning. Planning ahead, preparing offline resources and using available time wisely can help learners remain organised. Good study habits also make it easier to continue working when circumstances change.

Learners should remember that not every interruption requires a change to the entire study routine. Some tasks, such as planning an essay, organising notes or memorising key terms, can be completed without a screen. Entertainment may seem tempting during an outage but using the time for schoolwork can prevent work from building up. Families can also agree on safe arrangements for lighting and device charging so that learners are able to work without unnecessary risks.

Source: [Adapted from Eskom, Load Shedding Schedule]

SECTION B: SUMMARY – PRACTICE ACTIVITY 2**QUESTION 2: SUMMARISING IN YOUR OWN WORDS**

TEXT C discusses artificial intelligence and the future of work. Summarise, in your own words, **the ways in which younger people can prepare for future jobs.**

- NOTE:** 1. Your summary should include SEVEN points and NOT exceed 90 words.
2. **You must write a fluent paragraph.**
3. You are NOT required to include a title for the summary.
4. Indicate your word count at the end of your summary.

TEXT C**AI AND YOUR FUTURE JOB**

Artificial intelligence is changing many workplaces, but it does not mean that young people have no place in the future world of work. Instead, learners need to prepare for jobs in which technology and human abilities work together. Understanding digital tools and developing confidence in using them can help young people adapt to changing workplaces.

Technology skills are important, but they are not enough. Young people should develop critical-thinking skills so that they can question information, identify mistakes and decide whether information is trustworthy. They should also strengthen their ability to solve problems instead of relying on technology to make every decision for them.

Creativity remains valuable because workplaces need people who can produce original ideas and find different ways to solve problems. Communication is equally important. Young workers need to explain ideas clearly, listen to others and work respectfully with colleagues. Teamwork can help them contribute effectively when tasks are shared.

Young people should also develop the habit of learning throughout their lives. Courses, further study, training and practical experience can help them update their skills as technology changes. A qualification is important, but learning should not stop when a person leaves school or completes a course.

AI should be used responsibly. Young people need to check important information, protect personal data and acknowledge assistance when required. The future workplace will therefore need people who can use technology wisely while also showing judgement, creativity, communication and responsibility.

It is also useful for young people to understand that not every career will require advanced programming. Different occupations will use technology in different ways, and some jobs will continue to depend strongly on practical knowledge and direct interaction with people. Career choices should therefore be based on interests, strengths and opportunities rather than on fear that a particular job will disappear. Learning to adapt can be more useful than trying to predict exactly which occupation will be most popular.

Source: [Adapted from World Economic Forum.]

QUESTION 3: ANALYSING ADVERTISING

A unique approach: 'READ LIKE A MARKETER'

An advertisement is not simply something you look at. **You investigate how it is designed to influence you.** Every image, word, colour, font, slogan and layout choice has a purpose. The questions tell you which features you need to examine and explain.

For **Question 3: Analysing Advertising**, use the **5 P's**:

THE 5 P's	WHAT THE LEARNER DOES
1. PERCEIVE	What do you see first ? Identify the product, target audience, images, slogan and overall message.
2. PICK	Pick out the techniques: diction, typography, colour, imagery, layout, body language, persuasive language, etc.
3. PURPOSE	Ask: Why has the advertiser used this? What effect is it intended to have on the target audience?
4. PROVE	Find the evidence in the advertisement . Do not simply say 'the advert is persuasive' — identify what makes it persuasive.
5. PERSUADE	Explain how the technique influences the target audience and helps sell the product, service or idea.

THE GOLDEN QUESTION

Whenever you analyse an advertisement, ask:

WHAT do I see? - **HOW** is it used? - **WHY** was it used? - **WHAT EFFECT** does it have?

This prevents learners from simply **identifying** techniques without explaining their effect.

Now it's time to put your skills into practice!

We are going to work through the **May/June 2026 NSC English Home Language Paper 1, Question 3**, and look closely at how to approach each advertising question.

This is not just about identifying advertising techniques. We are going to decode the question, identify what the advertiser is doing, find the evidence, explain the purpose of each technique and determine how it influences the target audience.



ENGLISH HL

PAPER 1 – QUESTION 3

ADVERTISEMENT





WHAT TO LOOK FOR:



PURPOSE
Why was the advert created?



TARGET AUDIENCE
Who is the advert aimed at?



LANGUAGE
What words are used and why?



VISUALS
How do the images, colour and layout influence you?



TOP TIP:
THINK ABOUT
HOW THE
WORDS AND
IMAGES WORK
TOGETHER TO
PERSUADE
YOU.

QUESTION 3: ANALYSING ADVERTISING

Study the advertisement (TEXT D) below and answer the set questions.

TEXT D

The text in small font reads as follows:

**SHATTERING
THE STATUS QUO
IS HUMANLY
POSSIBLE**

You can't get anywhere
new by doing the same
thing you've always done,
the same way you've always
done it. Get off the career
path of least resistance.
Find work that inspires you
to break free. experis.com

DECODING ELEMENT	GUIDANCE
Actual Question	3.1 Describe the man's body language. Give TWO examples. (2)
What is this Testing?	Visual literacy: body language
Command Word / Clue	DESCRIBE + TWO
Decode It	Give TWO visible physical details. The question does not first ask what he feels.
How to Answer	Look at posture, shoulders, arms/hands and the way he sits. Two distinct observations = two opportunities for marks.
Model / Memo Answer	Any TWO valid observations, e.g. he is slouched/hunched over; his shoulders droop; his hands are clasped/held together; his posture is closed/dejected.
Common Error	Writing only 'he looks sad/bored'. That interprets emotion without supplying two visible examples.
Examiner Insight / New Learning	NEW LEARNING: In body-language questions, separate OBSERVATION from INTERPRETATION. If the question says 'describe', start with what the eye can actually see.

DECODING ELEMENT	GUIDANCE
Actual Question	3.2 With reference to ONE technique and ONE example, comment on how the advertiser promotes the company's service. (3)
What is this Testing?	Advertising technique + persuasive effect
Command Word / Clue	ONE technique + ONE example + COMMENT
Decode It	The examiner has effectively given you the mark-building structure: technique - example - how it promotes the service.
How to Answer	A strong route is imperative/direct address. Name it, quote it, then connect it to dissatisfied workers and Experis.
Model / Memo Answer	The advertiser uses imperative language, such as 'Get off the career path...' / 'Find work that inspires you'. This directly urges dissatisfied workers to act and presents

	Experis as a service that can help them change career direction and break free.
Common Error	Technique + quotation only. The third part must explain promotion/effect.
Examiner Insight / New Learning	NEW LEARNING: When a question itself lists THREE required elements, treat them as a checklist. Do not merge technique and example and forget the effect.

DECODING ELEMENT	GUIDANCE
Actual Question	3.3 Critically discuss how the image of the hammer supports the message of the advertisement. (3)
What is this Testing?	Symbolism + visual/verbal relationship
Command Word / Clue	CRITICALLY DISCUSS - Use your own voice.
Decode It	Interpret the hammer, link it to the wording, then explain why that connection is meaningful/effective.
How to Answer	Build three links: hammer breaks/shatters - 'shattering the status quo' / 'break free' - escaping an uninspiring career routine.
Model / Memo Answer	The hammer symbolises the power to break or shatter something. It reinforces 'SHATTERING THE STATUS QUO' and 'break free'. Replacing the man's head with a hammer suggests a changed mindset/action: the worker can break out of an uninspiring career routine and seek different work through Experis.
Common Error	Saying only 'a hammer breaks things. That identifies the literal function but does not analyse the advertising message.
Examiner Insight / New Learning	NEW LEARNING: A symbolism question is rarely about the object alone. Move from LITERAL FUNCTION - SYMBOLIC MEANING - MESSAGE/PURPOSE.

DECODING ELEMENT	GUIDANCE
Actual Question	3.4 Give the comparative form of 'least'. (1)
What is this Testing?	Degrees of comparison
Command Word / Clue	COMPARATIVE
Decode It	Recognise the irregular comparison: little - less - least.
How to Answer	One word only.
Model / Memo Answer	less
Common Error	Writing 'lesser' or adding an explanation.
Examiner Insight / New Learning	NEW LEARNING: Short language items reward precision. The safest answer is often only the requested form.

DECODING ELEMENT	GUIDANCE
Actual Question	3.5 Give ONE word for the phrase 'break free', in context. (1)
What is this Testing?	Vocabulary in context / synonym
Command Word / Clue	ONE WORD + IN CONTEXT

Decode It	Replace the phrase with one word that preserves its meaning in this career context.
How to Answer	Think of escaping a limiting routine/path.
Model / Memo Answer	escape
Common Error	Giving a phrase, or a dictionary synonym that does not fit the career context.
Examiner Insight / New Learning	NEW LEARNING: 'In context' means the replacement must work in the meaning of THIS passage, not merely appear in a thesaurus.

QUESTION 3 tests your ability to read an advertisement as a **persuasive text supported by visual elements**. You must identify what is being promoted, recognise the techniques used by the advertiser and explain **how the wording and visual choices influence the target audience**.

The most important question to ask is: **'Why has the advertiser chosen these particular words?'**

Do not simply identify a technique. **Name it, quote or identify the evidence, and explain its effect.**

ADVERTISING TECHNIQUES: LOOK AT THE WORDS!

These are the techniques learners should be able to **spot in the written text of an advertisement**.

TECHNIQUE	HOW TO IDENTIFY IT IN THE ADVERTISEMENT	WHY THE ADVERTISER USES IT
Emotive diction	Words that create strong feelings, e.g. <i>inspiring, nightmare, dangerous, beautiful, protect</i>	Appeals to the audience's emotions and encourages a particular response.
Imperative / command	Commands such as <i>Buy, Try, Join, Act, Make, Discover, Protect</i>	Directly encourages the audience to take action.
Personal pronouns	<i>you, your</i>	Speaks directly to the reader and makes the message personal.
Inclusive pronouns	<i>we, us, our</i>	Creates a sense of unity, shared responsibility or belonging.
Rhetorical question	A question that does not require an answer	Makes the reader think and encourages agreement with the advertiser.
Repetition	A word, phrase or idea is repeated	Reinforces the message and makes it memorable.
Alliteration	Repetition of initial consonant sounds, e.g. <i>Spot it and Stop it</i>	Attracts attention and makes a slogan or message memorable.
Assonance	Repetition of vowel sounds	Creates rhythm and makes wording more memorable.

Pun / wordplay	A clever play on words or double meaning, e.g. <i>APEELING, BERRY, LETTUCE</i>	Adds humour and makes the advertisement memorable.
Hyperbole	Deliberate exaggeration, e.g. <i>the best, unbelievable, ultimate</i>	Makes the product or benefit seem exceptional.
Superlatives	<i>best, greatest, fastest, most effective</i>	Presents the product as superior or highly desirable.
Positive diction	Favourable words such as <i>simple, honest, dependable, timeless</i>	Creates positive associations with the product or brand.
Negative diction	Words associated with danger, loss, failure or suffering	Creates concern or fear and encourages the audience to respond.
Jargon	Specialised words or phrases associated with a particular profession, field or group. Example: A skincare advertisement may use terms such as <i>dermatologically tested, hyaluronic acid</i> or <i>clinically proven</i> .	Creates the impression that the product or service is professional, credible and expert-approved. It may appeal to a specific target audience and make the product seem more advanced or superior.
Statistics	The use of numbers, percentages, figures or survey results to support a claim. Example: <i>'9 out of 10 users recommend our product'</i> or <i>'Reduces wrinkles by 45%.'</i>	Makes the advertisement or argument appear factual, reliable and convincing. Statistics can provide evidence to support claims and persuade the audience that the product is effective or popular.

PUT YOUR SKILLS INTO PRACTICE

Below are two Question 3 advertising activities that you can use to practise and strengthen your skills.

Work through each advertisement carefully. Use the strategies you have learnt to identify the target audience, recognise persuasive language and advertising techniques, use evidence from the advertisement, and explain the effect of these choices.

QUESTION 3: PRACTICE ACTIVITY 1

TEXT D



**THE MORE REALISTIC THE TRAINING,
THE MORE READY THE PILOT**

L3

- ELECTRONIC SYSTEMS
- AEROSPACE SYSTEMS
- COMMUNICATION SYSTEMS
- NATIONAL SECURITY SOLUTIONS

To become one of the world's most skilled pilots takes training and experience. L-3 delivers both — with total training solutions for military and commercial customers worldwide. Our advanced technologies provide a fully immersive learning environment, maximizing pilot readiness while reducing costs. With unparalleled realism, L-3 prepares pilots on the ground for success in the sky.

EXPERTISE: AT THE CORE OF EVERYTHING WE DO. L3COM.COM

[f](#) [in](#)

The text in small font reads as follows:

THE MORE REALISTIC THE TRAINING,
THE MORE READY THE PILOT.

To become one of the world's most skilled pilots takes training and experience. L-3 delivers both – with total training solutions for military and commercial customers worldwide. Our advanced technologies provide a fully immersive learning environment, maximizing pilot readiness while reducing costs. With unparalleled realism, L-3 prepares pilots on the ground for success in the sky.

Expertise: At the core of everything we do. L3com.com

L3 – electronic systems, aerospace systems, communication systems, national security solutions.

TEXT E




PILOT TRAINING ACADEMY
"YOUR DREAM IS OUR PASSION"

A Career Above The Clouds

 Commercial aviation offers exciting opportunities, global exposure, and a rewarding professional path.

 Discover how you can become a pilot. 

 pilottrainingacademy.in

The text in small font reads as follows:

Pilot Training Academy
Your dream is our passion.

A Career Above The Clouds.
Commercial aviation offers exciting opportunities, global exposure, and a rewarding professional path.

Discover how you can become a pilot.
Pilottrainingacademy.in

QUESTIONS: TEXT D

- 3.1 Refer to the heading:
'THE MORE REALISTIC THE TRAINING, THE MORE READY THE PILOT'

Explain how the repetition of 'MORE' reinforces the advertiser's message. (2)

- 3.2 Discuss ONE advertising technique used in the written text of TEXT D. Give ONE example to support your answer. (3)

QUESTIONS: TEXT E

- 3.3 Refer to the statement: 'Your Dream is our Passion'

Discuss how the use of the possessive pronouns 'Your' and 'our' contributes to the effectiveness of the advertisement. (2)

QUESTIONS: TEXTS D AND E

- 3.4. In your view, which advertisement is more effective in persuading a young person to pursue a career in aviation?

Justify your response by referring to both the visual and written elements of the advertisements.

(3)

[10]

AND

QUESTION 3: PRACTICE ACTIVITY 2

TEXT D

To The Selfless,
The Courageous, The Compassionate
and all those who care to change the
world;
it's time, go your own way.

be more.
Join the bank that understands the value of hard work. The bank that appreciates your character through success and failure.
So when you're ready for success, open a CBA Youth Account.

commercial bank of africa limited
visit www.cbagroup.com

 cba
time for more.

The text at the bottom, in small font, reads as follows:

be more.

Join the bank that understands the value of hard work. The bank that appreciates your character through success and failure. So when you're ready for success, open a CBA Youth Account.

commercial bank of africa

limited visit

www.cbagroup.com

cba
time for more

QUESTIONS: TEXT D

- 3.1 Explain who the target audience of this advertisement is. (2)
- 3.2 Refer to the headline: 'To The Selfless ... your own way.'
- Comment on the advertiser's use of font and layout in the headline. (2)
- 3.3 Refer to: 'be more ... CBA Youth Account.'
- With reference to ONE technique and ONE example, comment on how the advertiser promotes the message of the advertisement. (2)
- 3.4 In your opinion, does the image of the young veterinarian effectively support the slogan 'time for more'? Justify your response with close reference to both the visual and textual elements of the advertisement. (2)
- 3.5 Provide a contextually correct synonym for the word 'Selfless'. (1)
- 3.6 'CBD' in the written text is an example of a/an:
- a) acronym
 - b) initialism
 - c) malapropism
 - d) neologism
- (1)

[10]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

A unique approach: 'READ LIKE A CARTOON DETECTIVE'

A cartoon is not simply a funny picture. **It communicates an idea or message through a combination of words, images and visual clues.** Your job is to investigate what the cartoonist wants you to notice, understand and think about.

For **Question 4: Analysing a Cartoon**, use the **5 C's**:

THE 5 C's	WHAT THE LEARNER DOES
1. CONTEXT	What is happening in the cartoon? Identify the situation, characters and setting.
2. CLUES	Look closely at the facial expressions, body language, objects, captions, speech bubbles and visual details.
3. CONTRAST	Look for differences between what is said and shown , or between two characters, situations or ideas.
4. COMEDY / CRITICISM	Ask: What is funny, exaggerated or ironic? What behaviour, attitude, person or issue is being criticised?
5. CONCLUSION	What is the cartoonist's message or purpose? What does the cartoonist want the reader to think or realise?

QUICK CARTOON CHECK

Before answering, look for:

- **Facial expression** – What emotion is shown?
- **Body language** – What does the character's posture or movement suggest?
- **Words** – What do the speech bubbles/captions reveal?
- **Visual clues** – What objects or details add meaning?
- **Contrast** – Is there a difference between what we see and what is said?
- **Irony** – Is the intended meaning different from the literal meaning?
- **Message** – What issue or behaviour is being criticised?

PUT YOUR SKILLS INTO PRACTICE

Now it is time to put your **5 C's** into practice.

We are going to work through the May/June 2026 NSC English Home Language Paper 1 cartoon question and examine how to approach each question. This is not simply about describing what you can see. You will decode the visual clues, interpret the characters' words and actions, identify humour or irony, and explain how these elements communicate the cartoonist's message.

ENGLISH HL
PAPER 1 – QUESTION 4
CARTOON

**WHAT TO CONSIDER:**

- ✓ What is happening in the cartoon?
- ✓ What symbols are used and what do they mean?
- ✓ What message is the cartoonist trying to convey?
- ✓ How does the cartoon make you feel?
- ✓ Do you agree with the message? Why?

TOP TIP: LOOK BEYOND THE PICTURE – THINK ABOUT THE MESSAGE AND THE CARTOONIST'S PURPOSE.

4.2	Refer to the verbal texts of FRAMES 3 AND 4. How does FRAME 4 support the message of FRAME 3?	(1)
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DECODE IT: SUPPORT means that one frame provides evidence for the claim made in another. Frame 3 says Gwen suffers from FOMO (fear of being offline). Frame 4 shows her checking her phone more and more often.

MODEL ANSWER: Frame 4 supports Frame 3 by showing that Gwen's fear of being offline causes her to check her phone increasingly/frequently.

EXAM CHEAT CODE: Use the formula: CLAIM - EVIDENCE.

4.3	Refer to FRAME 6. Discuss how Gwen's body language reinforces the verbal text.	(3)
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DECODE IT: BODY LANGUAGE means what Gwen's posture, face and gestures communicate. REINFORCES means how those visible features strengthen what she says. Frame 6 stresses the surprising statistic that 77% of South Africans check their phones all the time for no apparent reason.

MODEL ANSWER: Gwen's upright, assertive stance and hands at her hips/sides make her appear shocked and emphatic. Her facial expression reinforces her concern about the statistic that 77% of South Africans constantly check their phones. Her body language therefore emphasises how alarming she considers the figure to be.

EXAM CHEAT CODE: For 3 marks use: VISUAL CLUE - EMOTION/ATTITUDE - LINK TO WORDS.

4.4	Refer to FRAMES 8 and 9. Comment on the irony presented in these frames.	(3)
-----	---	-----

DECODE IT: IRONY is a contrast between what is expected and what actually happens. We expect people attending a support group for phone dependence to reduce their phone usage. Instead, the members are still using and discussing phones, watches, games, chargers and calls.

MODEL ANSWER: It is ironic that the people attending a support group for their excessive dependence on phones are themselves constantly using and discussing their devices. One would expect the support group to help them reduce their phone use, yet their behaviour shows that they remain dependent on it. This contradiction creates the humour.

EXAM CHEAT CODE: Use: EXPECTED - ACTUAL - WHY THE CONTRAST IS IRONIC.

4.5	Rewrite the following sentence in the passive voice. 'I checked my phone only a couple of times a day.'	(2)
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DECODE IT: The active sentence is: 'I checked my phone only a couple of times a day.' Identify SUBJECT = I, VERB = checked, OBJECT = my phone. In passive voice the object moves to the front. Keep the original tense.

MODEL ANSWER: My phone was checked by me only a couple of times a day.

OR

Only a couple of times a day was my phone checked by me.

EXAM CHEAT CODE: Formula: OBJECT - correct form of BE - PAST PARTICIPLE - BY + SUBJECT. Past tense 'checked' requires 'was checked'.

EXTRA CARTOON LANGUAGE YOU SHOULD KNOW

TERM	QUICK MEANING
Repetition	Repeating a word/image to emphasise an idea.
Exclamation mark	Can show strong emotion, shock, anger, excitement or emphasis; context decides which.
Bold/capital letters	Usually add emphasis or suggest loud/forceful speech.
Speech bubble	Shows spoken dialogue/words that are spoken.
Thought bubble	Shows what a character is thinking rather than saying aloud.
Motion lines	Suggest movement, speed, shaking or action.
Facial expression	Shows emotion or attitude through eyes, eyebrows, mouth and other features.
Body language	Communicates attitude/emotion through posture, gestures and movement.
Irony	A meaningful contrast between what is expected and what actually occurs.
Satire	Uses humour, exaggeration or irony to criticise behaviour or society.
Stereotype	A simplified/generalised representation of a type of person or group.
Caricature	Exaggerates features or characteristics for humour or criticism.

HOW TO APPROACH 1-, 2- AND 3-MARK CARTOON QUESTIONS

- (1) Give one direct, precise point.
- (2) Usually give two details OR one visual/verbal clue plus its explanation.
- (3) Build the answer: evidence/clue + meaning + link/effect – critical response (own voice).

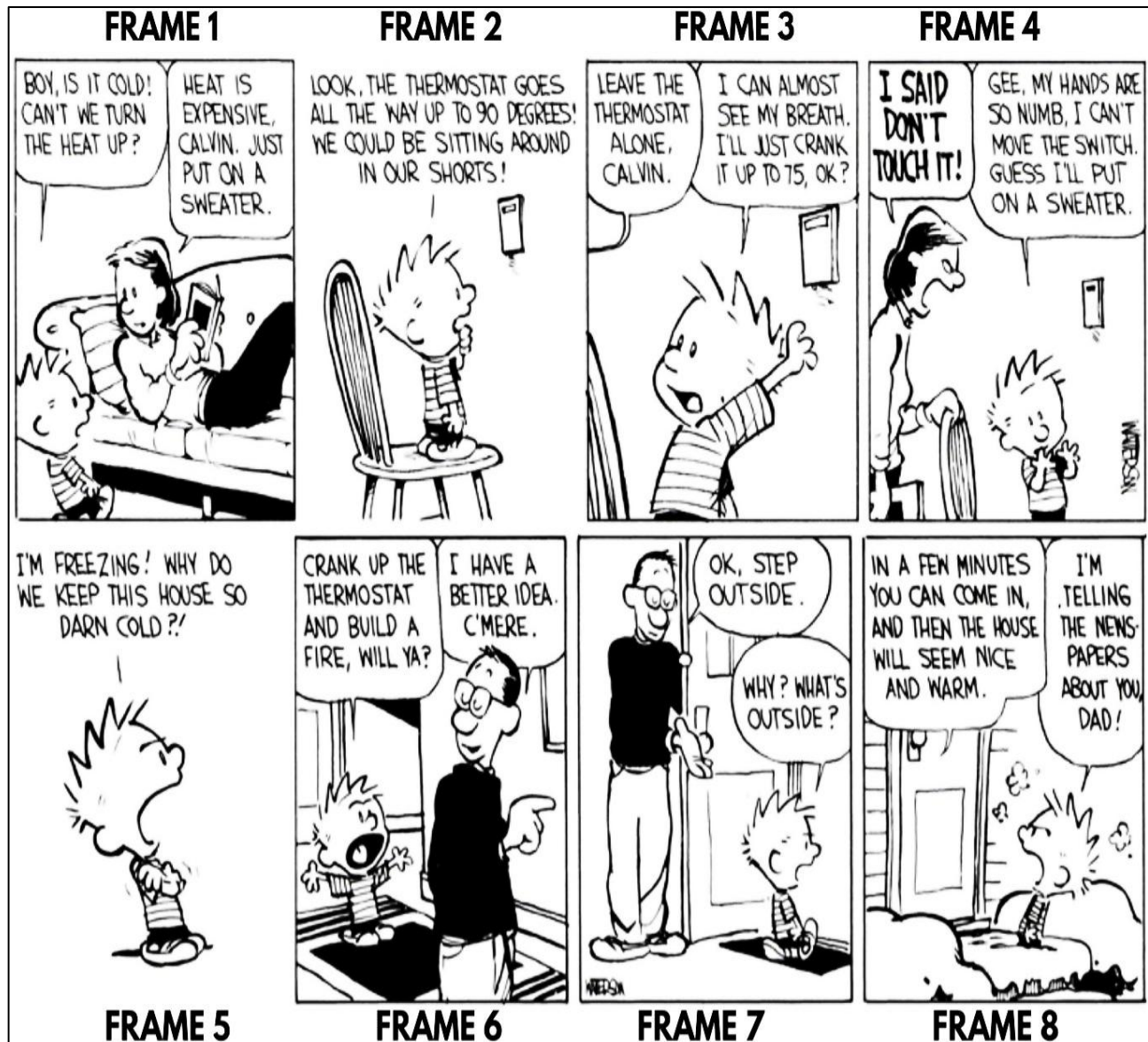
- Do not merely describe what you see. Explain what it communicates.
- If the question names a frame, use evidence from that frame.
- If the question says 'refer to both', your answer must use both sources/frames.

PUT YOUR SKILLS INTO PRACTICE

Below are two cartoon activities that you can use to practise and strengthen your skills. Work through each cartoon carefully. Use the strategies you have learnt to identify the situation, interpret visual clues, analyse the characters' words and actions, recognise humour or irony, and explain the cartoonist's message and purpose.

QUESTION 4: PRACTICE ACTIVITY 1

Study TEXT E below and answer the questions set.

TEXT E

NOTE: In this cartoon, Calvin is the little boy and the other two characters are his mother and father.

GLOSSARY: thermostat- is a device to control the temperature inside a building.

QUESTIONS: TEXT D

4.1 Refer to Frames 1 to 3.

How do Calvin's actions in Frame 3 convey his attitude to his mother's instructions? (2)

4.2 Comment on the mother's tone in Frame 4. Provide visual clues to justify your answer. (2)

4.3 Account for the lack of speech bubbles in Frame 5. (2)

4.4 Is Frame 8 an effective conclusion to the cartoon? Substantiate your answer. (2)

4.5 'Gee, my hands are so numb I can't move the switch.' (Frame 4)

Calvin's words are an example of ...

- a) metaphor
- b) euphemism
- c) hyperbole
- d) anti-climax (1)

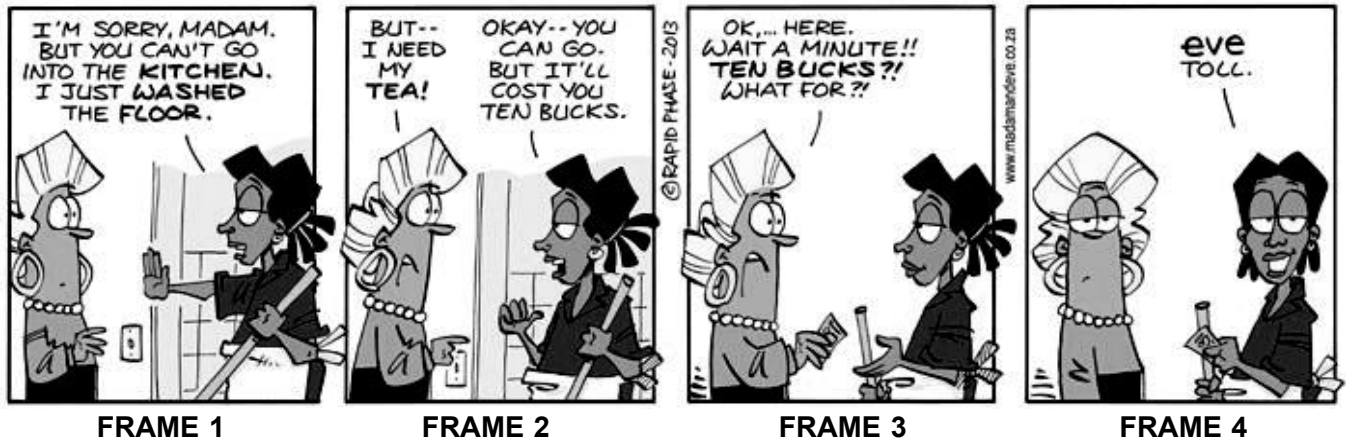
4.6 Refer to the word 'WHAT'S' in Frame 7.

State the function of the apostrophe in the above word. (1)
[10]

AND

QUESTION 4: PRACTICE ACTIVITY 2

Study TEXT E below and answer the questions set.

MADAM AND EVE – BY STEPHAN FRANCIS AND RICO

Madam: The middle-aged woman, on the left in FRAME 1.

Eve: Madam's domestic worker, sharp-witted and resourceful.

[Adapted from: www.googleimages.com]

QUESTIONS: TEXT E

4.1. Refer to FRAME 1.

Account for Eve's reaction in this frame.

(2)

4.2. Refer to FRAME 2.

Discuss any TWO techniques that the cartoonist uses to depict Madam's attitude.

(3)

4.3. Comment on how the cartoonist's use of satire creates humour in the cartoon.

(3)

4.4. Refer to FRAME 3.

Rewrite the phrase '**TEN BUCKS**' in formal English.

(1)

4.5. Add a suffix to the word 'cost' used in FRAME 2 to change it into an adverb.

(1)

[10]

QUESTION 5: USING LANGUAGE CORRECTLY

A unique approach: 'BE A LANGUAGE DETECTIVE'

Question 5 is not simply about memorising grammar rules. It tests whether you can **recognise how language works and use language correctly in context**.

The questions may test **parts of speech, sentence structure, punctuation, word choice, vocabulary, figures of speech, concord, tenses, active and passive voice, direct and indirect speech, sentence types, prefixes and suffixes, and other language structures and conventions**.

Your job is to investigate the language carefully and determine **what is correct, what is incorrect, what a word or structure means, and why a particular form has been used**.

For **Question 5: Language Structures and Conventions**, use the **5 L's**:

THE 5 L's	WHAT THE LEARNER DOES
1. LOOK	Read the whole sentence or extract carefully . Do not look only at the underlined word. Ask: <i>What is happening in this sentence?</i>
2. LOCATE	Identify the language feature being tested. Is it punctuation, a part of speech, concord, tense, vocabulary, sentence structure, figurative language or something else?
3. LINK	Connect the language structure to its context and meaning . Ask: <i>Why has this word or structure been used here? What does it mean in this context?</i>
4. LOGIC	Apply the correct language rule . Check spelling, grammar, agreement, punctuation, word choice and sentence construction carefully.
5. LEARN / LEAVE IT CORRECT	Select or write the correct answer and check it before moving on. Ask: <i>Does this answer make grammatical and contextual sense?</i>

PUT YOUR SKILLS INTO PRACTICE

We are going to work through a May/June 2026 NSC English Home Language Paper 1 Question 5 and examine how to approach each question. Do not simply try to remember a grammar rule. First, **LOOK** at the context, **LOCATE** the language feature being tested, **LINK** it to the meaning of the sentence, and then use **LOGIC** to apply the correct language rule. Finally, **LEAVE IT CORRECT** by checking that your answer is grammatically accurate and makes sense in context.

ENGLISH HL
PAPER 1 – QUESTION 5
LANGUAGE EDITING

CHECK FOR THESE COMMON ERRORS:

- Spelling: Check all words carefully.
- Punctuation: Full stops, commas, question marks, apostrophes, etc.
- Grammar: Subject-verb agreement, tenses, adjectives, pronouns, prepositions.
- Sentence structure: Fragments, run-on sentences, word order.
- Capital letters: Names, places, days, start of sentences.

Wait... tense and plural?

The cats chases the mice's

thinking checking rule

HOW TO GET IT RIGHT:

- ✓ Read the sentence carefully.
- ✓ Identify the error.
- ✓ Think of the rule.
- ✓ Correct the mistake.
- ✓ Read the sentence again to check.

Before ✗
their going to the store ✗

After ✓
They are going to the store. ☆

TOP TIP:
SLOW DOWN AND CHECK EVERY DETAIL – ACCURACY GETS YOU THE MARKS!

QUESTION 5: USING LANGUAGE CORRECTLY

Read TEXT F, which contains some deliberate errors, and answer the set questions.

TEXT F**HOME IS WHERE THE HEART IS**

- 1 No matter what place you call home, the very word strikes a chord deep inside each of us. Home means sanctuary, the place where we can rest, relax, enjoy time with friends, learn, grow ... and just be.
- 2 Home is where the heart is, but it goes deeper than that. Our connections to home are the fundamental, basic threads in our lives that pop up automatically in casual conversation. We use the word home to identify where we're from (hometown), cheer on players who represent us in sports (home teams), describe a level of comfort (at home), relate to our national identity (homeland), and at the end of a vacation, name it as our favourite next destination ('there's no place like home').
- 3 When we purchase a home, we look for it to provide comfort, to be a place where we can feel safe and invest our hopes, dreams, and wishes. Think for a moment of your home. If you were to describe it in a word or two, what would it be? Peaceful and calm? Orderly? Disorganised and chaotic? How would that affect you? Our environments are often the exterior reflections of our interior worlds.

[Adapted from spirituality.com]

DECODING ELEMENT	GUIDANCE
Actual Question	5.1 Correct the pronoun error in 'No matter what place you call home'. (1)
What is this Testing?	Pronoun/determiner choice
Command Word / Clue	CORRECT
Decode It	The location of the error is given. Select the form used when choosing among possible places.
How to Answer	Replace 'what' only.
Model / Memo Answer	No matter WHICH place you call home.
Common Error	Changing unrelated words.
Examiner Insight / New Learning	NEW LEARNING: When the question identifies the exact error, make the smallest accurate correction.

DECODING ELEMENT	GUIDANCE
Actual Question	5.2 What is the function of the ellipsis in line 3? (1)
What is this Testing?	Punctuation: function of ellipsis
Command Word / Clue	FUNCTION

Decode It	Do not define an ellipsis generally; explain what it does in THIS list.
How to Answer	Read the words around it: the list could continue before 'and just be'.
Model / Memo Answer	It indicates that the list/ideas could continue or that further items have been omitted.
Common Error	Writing only 'it shows a pause'.
Examiner Insight / New Learning	NEW LEARNING: Function questions require contextual purpose, not a memorised dictionary definition.

DECODING ELEMENT	GUIDANCE
Actual Question	5.3 In your own words, explain 'Home is where the heart is'. (1)
What is this Testing?	Proverb / figurative meaning
Command Word / Clue	OWN WORDS + EXPLAIN
Decode It	Paraphrase the figurative idea without repeating its wording.
How to Answer	Focus on emotional belonging, love and comfort rather than a physical building.
Model / Memo Answer	Home is the place where a person feels loved, comfortable and that they belong.
Common Error	'Your heart is at home.'
Examiner Insight / New Learning	NEW LEARNING: 'Own words' means unpack the figurative meaning into literal meaning.

DECODING ELEMENT	GUIDANCE
Actual Question	5.4 Remove the tautology in 'Our connections to ... in casual conversation.' (1)
What is this Testing?	Tautology / redundancy
Command Word / Clue	REMOVE
Decode It	Find overlapping words and retain only one.
How to Answer	'fundamental, basic' repeats the same idea.
Model / Memo Answer	Remove either 'fundamental' or 'basic'.
Common Error	Rewriting or changing unrelated content.
Examiner Insight / New Learning	NEW LEARNING: Tautology is about repeated MEANING, not merely repeated words.

DECODING ELEMENT	GUIDANCE
Actual Question	5.5 Replace 'pop up' with a formal English word. (1)
What is this Testing?	Register: informal - formal
Command Word / Clue	REPLACE + FORMAL WORD
Decode It	Choose one formal word that fits grammatically and semantically in the original sentence.
How to Answer	Test the replacement in the sentence before committing.
Model / Memo Answer	arise / appear / occur (contextually suitable equivalent)
Common Error	Choosing a formal word that breaks the grammar or meaning.

Examiner Insight / New Learning	NEW LEARNING: Register changes must preserve both meaning AND sentence grammar.
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DECODING ELEMENT	GUIDANCE
Actual Question	5.6.1 Identify the part of speech of 'home' in 'home teams'. (1)
What is this Testing?	Parts of speech in context
Command Word / Clue	IDENTIFY
Decode It	Ask what job 'home' performs. It modifies 'teams'.
How to Answer	Use function, not the usual dictionary category of the word.
Model / Memo Answer	adjective (attributive modifier)
Common Error	Calling it a noun because 'home' can be a noun elsewhere.
Examiner Insight / New Learning	NEW LEARNING: A word's class in an exam question is determined by its FUNCTION in the supplied phrase.

DECODING ELEMENT	GUIDANCE
Actual Question	5.6.2 Identify the part of speech of 'home' in 'at home'. (1)
What is this Testing?	Parts of speech in context
Command Word / Clue	IDENTIFY
Decode It	Here 'home' follows the preposition 'at' and functions as the object/head in the prepositional phrase.
How to Answer	Compare its job with 5.6.1.
Model / Memo Answer	noun
Common Error	Assuming the answer must match 5.6.1.
Examiner Insight / New Learning	NEW LEARNING: Examiners may deliberately repeat the same word to test whether you analyse context rather than memorise labels.

DECODING ELEMENT	GUIDANCE
Actual Question	5.7 Add a prefix to 'comfort' to form its antonym. (1)
What is this Testing?	Morphology: prefix + antonym
Command Word / Clue	ADD A PREFIX
Decode It	Keep the base word and add a negative prefix.
How to Answer	dis- + comfort
Model / Memo Answer	discomfort
Common Error	Changing the base to 'uncomfortable'.
Examiner Insight / New Learning	NEW LEARNING: Obey the word-formation instruction exactly. 'Add a prefix' is not the same as 'give an antonym'.

DECODING ELEMENT	GUIDANCE
Actual Question	5.8 'When we purchase a home, we look for it to provide comfort' is a ... sentence. (1)
What is this Testing?	Sentence structure
Command Word / Clue	CHOOSE

Decode It	Count clauses, not words. 'When we purchase a home' is subordinate; 'we look...' is main.
How to Answer	One main clause + subordinate clause = complex.
Model / Memo Answer	C – complex
Common Error	Classifying by sentence length.
Examiner Insight / New Learning	NEW LEARNING: Sentence type is determined by CLAUSE RELATIONSHIPS.

DECODING ELEMENT	GUIDANCE
Actual Question	5.9 Rewrite 'Our environments are often the exterior reflections of our interior worlds.' in the future tense. (1)
What is this Testing?	Tense transformation
Command Word / Clue	REWRITE + FUTURE
Decode It	Change the verb phrase and preserve everything else unless grammar requires a change.
How to Answer	are - will be; retain 'often' naturally.
Model / Memo Answer	Our environments will often be the exterior reflections of our interior worlds.
Common Error	Changing meaning, dropping words or rewriting only the verb fragment.
Examiner Insight / New Learning	NEW LEARNING: In a rewrite, change ONLY what the instruction requires, but submit the complete grammatical sentence.

ALTERNATIVE APPROACHES TO UNDERSTANDING QUESTION 5

The 4-step language-editing method

STEP	WHAT TO DO
1. READ	Read the whole sentence, not only the underlined word.
2. IDENTIFY	Ask which rule is being tested.
3. APPLY	Use the rule carefully and make only the required change.
4. RE-READ	Check that the final sentence is grammatically correct and that the original meaning is preserved.

Parts of speech: rapid reference

PART OF SPEECH	JOB	QUICK CLUE
Noun	Names a person/place/thing/idea	Who or what?
Pronoun	Replaces a noun	he, she, it, they, who...
Verb	Shows action/state	What happens/is?
Adjective	Describes/modifies a noun or pronoun	What kind? Which one?
Adverb	Modifies a verb/adjective/adverb	How? When? Where? To what extent?
Preposition	Shows relationship/position	in, on, at, through, with...
Conjunction	Joins words/phrases/clauses	and, but, because, although...
Interjection	Expresses emotion	Wow! Oh! Ouch!

High-frequency editing skills

SKILL	RULE / METHOD	EXAMPLE
Concord	Subject and verb must agree.	The pages ARE held together.
Malapropism	Replace an incorrect similar-sounding word with the correct contextual word.	Correct the word, not the whole idea.
Active - Passive	Object moves to subject position; use correct BE + past participle; retain tense.	The boy kicked the ball - The ball was kicked by the boy.
Apostrophe	Shows omission or possession.	can't; learner's book; learners' books
Reported speech	Adjust pronouns/time/place words and tense where required; remove quotation marks.	She said, 'I am tired.' - She said that she was tired.
Split infinitive	If correction is required, move the adverb away from between 'to' and the verb.	to carefully view - to view carefully
Tautology / redundancy	Remove unnecessarily repeated meaning.	co-operate together - co-operate
Truncation / clipping	A shortened form of a longer word.	advertisement - ad
Prefix / suffix	Added to beginning/end to change meaning or form.	dis- + comfort; happy + -ness
Blending	Parts of two words form a new word.	breakfast + lunch - brunch

Punctuation: know the FUNCTION

MARK	MAIN JOB
Comma	Separates items/clauses or sets off information.
Colon	Introduces a list, explanation or elaboration.
Semicolon	Links closely related independent clauses or separates complex list items.
Dash	Adds emphasis, interruption or extra information.
Hyphen	Joins parts of compound words.
Apostrophe	Shows omission or possession.
Quotation marks	Show direct speech/quoted words.
Question mark	Ends a direct question.
Exclamation mark	Shows strong feeling/emphasis.
Brackets	Insert parenthetical/additional information.
Ellipsis	Shows omitted material, continuation or an unfinished/trailing thought; determine the exact function from context.

Sentence transformations: final checks

IF ASKED TO CHANGE...	CHECK
Tense	Change all necessary verbs/time markers.
Active / passive	Keep the same tense and meaning.
Direct / reported speech	Check pronouns, tense, time/place words and punctuation.
Positive / negative	Do not accidentally reverse the intended meaning.
Sentence structure	Preserve grammatical relationships and meaning.
Question / statement	Adjust word order, auxiliaries and punctuation.

PUT YOUR SKILLS INTO PRACTICE

Below are two Question 5: Using Language Correctly activities that you can use to practise and strengthen your skills. Work through each activity carefully. Use the 5 L's you have learnt to look at the context, locate the language feature, link it to meaning, apply the correct language rule, and leave your answer correct. Pay close attention to grammar, vocabulary, sentence structure, punctuation, word choice and meaning in context.

QUESTION 5: PRACTICE ACTIVITY 1

Read TEXT F, which contains some deliberate errors, and answer the set questions.

TEXT F**TO READ OR NOT TO READ?**

- 1 How is it possible that something as simple as opening a book can transport a person to another country, another time or even another world? Reading is, quite simply, one of the most valuable habits a person can develop.
- 2 My love for reading began rather unexpectedly when I was about eight years old. I had been complaining about being bored during the school holidays. My mother handed me a book and told me that I should give it a chance. I usually avoided books because I thought they were dull. Thirty minutes later, however, I found myself completely absorbed in the adventures of a character whose life was far more exciting than mine. 5
- 3 Since then, books have become my escape. My friends often ask why I would rather spend an afternoon reading than staring at a screen. I tell them that a good book doesn't simply entertain you; it teaches you, challenges you and occasionally makes you see the world differently. 10
- 4 Reading also has its practical benefits. It improves vocabulary, develops the imagination and encourages people to think critically. I promise that reading does not have to be boring and tedious; it simply requires finding the right book. Some people enjoy mysteries, others prefer romance, while a few will happily lose themselves in the *modus operandi* of a fictional detective. 15
- 5 Perhaps the greatest advantage of reading is that it allows us to learn from people and experiences we may never encounter ourselves. Every book offers something new, provided that we are willing to turn the page. 20

[www.inspireread.com]

QUESTIONS: TEXT F

5.1. Provide a suitable antonym for the word 'valuable' (line 3), in context. (1)

5.2. Identify the part of speech of 'unexpectedly' (line 4). (1)

5.3. Refer to paragraph 2.

'My mother handed me a book and told me that I should give it a chance. I usually avoided books because I thought they were dull' (lines 5–7).

Rewrite the above sentences as one complex sentence by adding a suitable conjunction. (1)

5.4. My mother told me that I should give the book a chance.
Rewrite the above sentence in direct speech.

Begin with:

My mother said ... (2)

5.5. Correct the error of tense in the following sentence:

'Thirty minutes later, however, I found myself completely absorbed in the adventures of a character whose life is far more exciting than mine' (lines 7–9). (1)

5.6. Refer to paragraph 3.

'I tell them that a good book doesn't simply entertain you; it teaches you, challenges you and occasionally makes you see the world differently' (lines 11–12).

Choose the appropriate response from the list of options below.

The subordinate clause in the above sentence is:

A. 'I tell them'

B. 'that a good book doesn't simply entertain you'

C. 'it teaches you, challenges you'

D. 'and occasionally makes you see the world differently' (1)

5.7. 'I promise that reading does not have to be boring; it simply requires finding the right book' (paragraph 4, lines 15–16).

Replace the semicolon with a suitable alternative punctuation mark so that the above sentence is grammatically correct. (1)

5.8. Remove the tautology in paragraph 4 (lines 15–16). (1)

5.9. Replace the incorrectly used word 'knew' (lines 20–21) with its correct homophone. (1)

[10]

QUESTION 5: PRACTICE ACTIVITY 2

Read TEXT F, which contains some deliberate errors, and answer the set questions.

TEXT F**QUITE THE GARDENER!**

- 1 How is it that people who cannot keep a houseplant alive suddenly become experts when they decide to start a garden? Gardening, it seems, gives even the most careless person an impressive amount of confidence.
- 2 My gardening career began rather ambitiously last summer when I bought several packets of seeds, a watering can and far too many gardening tools. My neighbour, an experienced gardener, warned me that I needed patience. She said that plants could not simply be ignored for weeks and then expected to flourish overnight. 5
- 3 'I know exactly what I'm doing,' I confidently told her. Three days later, however, my newly planted seedlings were looking decidedly unhappy. In my defence, I had followed the instructions religiously – or at least I thought I had. Unfortunately, I had confused fertiliser with weed killer. The consequences were, as you can imagine, rather catastrophic and devastating. 10
- 4 My neighbour eventually came to my rescue. She carefully examined the garden while I stood nearby pretending that the situation was completely under control. She told me that several of the plants had been damaged by my enthusiastic gardening methods. 15
- 5 I assured her that I would learn from my mistakes. After all, gardening is a process of elimination, and I was determined to weather the challenge, I was certain that my garden would eventually become the envy of the neighbourhood.

[www.urbanescapes.com]

QUESTIONS: TEXT F

- 5.1. Provide a suitable antonym for the word 'careless' (line 3), in context. (1)
- 5.2. Refer to lines 5–6: 'My neighbour, an ... I needed patience.'
Rewrite the above sentence in direct speech. (2)
- 5.3. Refer to lines 5–6: 'My neighbour, an ... I needed patience.'
Which other punctuation marks could be used in place of the commas? (1)
- 5.4. Refer to lines 11–12: 'The consequences were, ... catastrophic and devastating.'
Identify and remove the tautology. (1)
- 5.5. Refer to line 13: 'She carefully examined the garden ...'
Rewrite the above sentence in the passive voice. (2)

5.6. Refer to paragraph 4.
Identify the part of speech of the word 'several'. (1)

5.7. Refer to paragraph 5.
Identify the malapropism and provide the correct word. (1)

5.8. Refer to paragraph 5.

Correct the error in the following sentence:

'After all, gardening is a process of elimination, and I was determined to weather the challenge.'

Rewrite the sentence by replacing the incorrectly used word with its correct homophone.

(1)
[10]

CONCLUSION

You have now worked through all five questions of the NSC English Home Language Paper 1: Comprehension, Summary Writing, Advertisement, Cartoon and Language Structures and Conventions. You have learnt not only what each question requires, but also how to approach each question strategically, identify key information, interpret meaning, use evidence, apply language rules and avoid common errors. Remember that success in Paper 1 is not about simply knowing the answers, it is about reading carefully, thinking critically, following instructions and applying your skills accurately. Use the revision strategies, checklists and techniques in this booklet regularly, practise under examination conditions, learn from your mistakes and always check your answers before submitting your paper. Read. Think. Apply. Check. With consistent preparation and purposeful practice, you can enter the examination room with confidence and demonstrate what you know. Your goal is not merely to complete Paper 1; your goal is to master it.

SECTION B – PAPER 2**INTRODUCTION**

Paper 2 assesses three broad areas of literature: Section A – Prescribed Poetry (30 marks), Section B – Novel (25 marks), and Section C – Drama (25 marks). Answer the required essay and contextual questions according to the examination instructions. Read all the instructions on the question paper carefully before committing to your questions and ensure that you use the final answer sheet exactly as instructed.

EXAM RULE: Do not answer extra questions in the hope that the marker will choose the best ones. Follow the required selection exactly and answer only the questions you are instructed to answer.

ANSWER ONLY WHAT IS REQUIRED

A common source of lost marks is answering more questions than the examination requires. Extra answers do not create extra marks and may create confusion about which responses should be marked.

- Tick or circle the questions you have selected.
- Do not accidentally answer two essays when only one is required.
- Do not complete an additional contextual question, 'just in case'.

REMEMBER: The goal is not to write the most. The goal is to write the required answers accurately, completely, and well.

EXAM PREPARATION:

Effective preparation begins well before the examination. Reading a text once is not the same as studying it.

- Start early and revise consistently rather than relying on last-minute study.
- Divide the work into manageable units: poems, chapters/scenes, characters, themes, and key events.
- After reading, test yourself: *What happened? Why did it happen? What does it reveal?*
- Learn important textual evidence and know how to use it.

For Prescribed Poetry:

- Use a consistent analysis framework for every poem.
- Know structure, diction, imagery, intention, tone, and theme.
- Practise answering questions using evidence from the poem.

For Novels and Dramas

- Know the plot and sequence of important events.
- Study characters, relationships, conflict, setting, themes, symbols, and significant quotations.
- Track character development: what changes, why it changes, and what the change means.
- Preparation should make the examination feel familiar. Your first task is to understand the paper, not to panic about it.
- Know the structure of Paper 2 before examination day.

- Use reading time strategically: identify the questions you intend to answer.
- Underline instruction words such as *discuss*, *explain*, *analyse*, *evaluate*, and *justify*.
- Match the depth of your response to the mark allocation.
- Check that every answer addresses the exact focus of the question.

MARK ALLOCATION IS A GUIDE: A higher mark allocation normally requires a more developed explanation, evidence, and/or more than one relevant point/idea.

Poetry Essay: Do Not Fear the Long Question

The poetry essay can become a high-scoring opportunity when the question is unpacked carefully. Your response must prove the statement or argument using the poetic devices named in the question.

Before Writing: Learn Your Poems

- **Structure:** lineation, stanza arrangement, progression, and patterns.
- **Diction:** significant word choices and their connotations.
- **Imagery & Figures of Speech:** what picture or idea is created, and why?
- **Intention:** what does the poet want the reader to notice, feel, or understand?
- **Tone:** the speaker's attitude towards the subject.
- **Theme:** the central idea or insight developed by the poem.

Decode the Poetry Question

1. Identify the statement you are expected to prove or challenge.
2. Circle the instruction word.
3. Underline the required poetic features.
4. Decide what evidence from the poem will allow you to discuss each feature.
5. Keep every paragraph connected to the central statement.

AVOID A PARAPHRASE: Do not retell the poem line by line. Analyse how the poetic devices support the argument demanded by the question.

THE SWIFT POETRY ANALYSIS METHOD

Use **SWIFT** as a repeatable checklist when studying any prescribed poem.

Letter	Focus Questions
Structure	How is the poem organised? Consider stanzas, line length, punctuation, repetition, rhyme, and rhythm.
Word choice	Which words stand out? Consider denotation, connotation, diction, and figurative language.
Intention	What does the poet want the reader to think, feel, understand, or realise?
Figures of speech / imagery	Which devices are used? Explain their meaning and their effect in context.
Tone / theme	What attitude is conveyed? What larger idea does the poem develop?

THE GOLDEN RULE: A device is not an analysis by itself. Identify it, explain its meaning/effect and connect it to the question or central idea!

Three Quick Poetry Wins

- **Know your figures of speech:** identify them, explain them, and discuss why they matter.
- **Stay anchored in the text:** every claim needs textual support.
- **Justify your interpretation:** move from 'what' to 'how' and then to 'why'.

Contextual Questions

- **Decode the question:** underline the instruction word and identify the focus.
- **Let the marks guide you:** plan enough detail for the number of marks available.
- **Know the whole prescribed text,** not only the plot summary.
- **If the question refers to specific lines,** return to those lines before answering.

Novel and Drama Contextual Questions

- Read the question before analysing the extract in detail.
- Identify exactly what the question asks you to do: attitude, state of mind, significance, characterisation, explanation, discussion, or evaluation.
- Use the extract as a starting point, then draw on relevant knowledge from elsewhere in the text when the question requires it.
- Know character development and the choices that drive important plot events.

EXTRACT COMPREHENSION: The extract gives you a point of entry. Contextual questions may test your understanding of the wider novel or drama.

INSTRUCTIONAL VERBS CANDIDATES OFTEN CONFUSE

Instruction	Practical Meaning
DISCUSS	Explore different relevant aspects or viewpoints before reaching a reasoned conclusion.
ACCOUNT FOR	Give reasons for something; explain why it happened or exists.
EXPLAIN	Make an idea clear by giving reasons, details, or relationships.
CRITICALLY DISCUSS	Consider different sides, test the statement against evidence, and reach a justified judgement.
COMMENT ON	Give an informed interpretation or opinion and support it with evidence.
JUSTIFY	Give reasons and evidence that prove or strongly support your position.
SUBSTANTIATE	Support a claim with relevant textual evidence.
DRAWING ON YOUR KNOWLEDGE	Use knowledge from the prescribed text beyond the immediate wording of the extract when appropriate.

LANGUAGE MATTERS: When an instruction says, 'draw on your knowledge', it is asking you to use what you know about the text-not to draw a picture!

COMMON CONTEXTUAL QUESTION PATTERNS

Question Pattern	Best Response Approach
<i>'Using the extract as a starting point ...'</i>	Begin with the extract, then connect it to relevant events, developments, or examples elsewhere in the text.
<i>'What do these lines reveal about the character?'</i>	Focus on what the character reveals at this particular moment. Avoid an unfocused biography of the character.
<i>'How do these lines influence your attitude ...?'</i>	Name your attitude and explain the textual reason for it.
<i>'What is the character's state of mind?'</i>	Identify the emotion or mental state and explain why the character is experiencing it at this point.

'Place the Extract in Context': A Reliable Method

Context questions test whether you can locate a passage within the development of the story. Do not simply repeat the extract.

1. Identify what happened immediately before the extract.
2. Use clues in the extract: names, actions, relationships, conflicts, and references to earlier events
3. Work backwards through the sequence until you have the necessary background.
4. State the key event(s) clearly and in the correct order
5. Use the mark allocation to decide how many developed points to include.

CONTEXT CHECK: Ask: What happened before this? Why is this moment important? What does the reader need to know to understand it?

'If You Were the Director ...' Questions

These questions ask you to translate a character's words into performance choices. Your answer must be contextualised and must explain why the choices are appropriate.

Element	Possible Choices	What You Must Explain
Body Language	gesture, posture, movement, facial expression, distance from another character	Why this physical choice suits the character's emotion and the scene.
Tone	anguished, anxious, sarcastic, frustrated, accusing, fearful, etc.	Why the emotional attitude fits the words and circumstances.
Motivation	the reason behind the performance choice	How the choice reveals the character's feelings, conflict, or intention.

IMPORTANT: Tone means attitude or emotional quality- not simply volume, pitch, or loudness.

Literature Essay: From Retelling to Argument

A literature essay is an argument about the text. The story supplies the evidence; your task is to explain what that evidence means in relation to the question.

- Do not memorise a complete essay. Memorise adaptable arguments, evidence, and examples.
- Avoid generic introductions that merely name the text or repeat the question.
- Argue rather than retell: explain why events, choices, and relationships matter
- Build paragraphs with **Point** ➡ **Evidence** ➡ **Explain** ➡ **Link (PEEL)**.
- Stay focused on the exact wording of the question.

Before You Write: Eight Essentials

Know the prescribed text and its key literary concepts.

1. Know the plot well enough to sequence events accurately.
2. Know the major characters and their relationships.
3. Know important themes and how the text develops them.
4. Decode the essay question: identify instruction words and focus words.
5. Address every part of a multi-layered question.
6. Argue like a lawyer: make a claim and prove it with evidence.
7. Explain rather than merely tell: *What? How? So what?*

Final Essay and Examination Checklist

- Plan quickly with a mind map, spider diagram, or short list of arguments.
- Do not spend valuable time writing a full rough draft.
- Write clearly and keep editing purposefully.
- Use the required writing instrument and follow examination instructions.
- Do not waste time counting words; prioritise a complete, focused answer.
- Check that your conclusion answers the question rather than introducing a new argument.
- Before moving on, ask: *Have I answered the question, or have I merely retold the text?*

FINAL MINDSET: Preparation creates opportunity. A strong plan, a focused argument, and well-chosen evidence turn literary knowledge into marks!

One-Page Learner Memory Map

POETRY	CONTEXTUAL	ESSAY	EXAM
SWIFT	Question first	Decode	Know the paper
Evidence	Extract + context	Argue	Use time wisely
Analyse	Instruction verb	PEEL / PEE(L)	Follow selection rules
Link to theme	Marks = detail	Explain why	Check your answer

PRESCRIBED POETRY

The questions below are designed to help strengthen your poetry skills and prepare you for the NSC examination. Work through each poem carefully, paying attention to the poet's use of language, imagery, tone, structure and poetic devices. Use these activities to practise answering questions accurately, supporting your responses with evidence, and responding to the command words used in the examination.

QUESTION 1: PRAYER TO MASKS – LÉOPOLD SÉDAR SENGHOR

Read the poem and answer the questions that follow.

PRAYER TO MASKS – LÉOPOLD SÉDAR SENGHOR

- 1 Black mask, red mask, you black and white masks,
- 2 Rectangular masks through whom the spirit breathes,
- 3 I greet you in silence!
- 4 And you too, my lionheaded ancestor.
- 5 You guard this place, that is closed to any feminine laughter, to any mortal smile.
- 6 You purify the air of eternity, here where I breathe the air of my fathers.
- 7 Masks of maskless faces, free from dimples and wrinkles.
- 8 You have composed this image, this my face that bends over the altar of white paper.
- 9 In the name of your image, listen to me!
- 10 Now while the Africa of despotism is dying – it is the agony of a pitiable princess,
- 11 Like that of Europe to whom she is connected through the navel –
- 12 Now fix your immobile eyes upon your children who have been called
- 13 And who sacrifice their lives like the poor man his last garment
- 14 So that hereafter we may cry 'here' at the rebirth of the world being the leaven that the white flour needs.
- 15 For who else would teach rhythm to the world that has died of machines and cannons?
- 16 For who else should ejaculate the cry of joy, that arouses the dead and the wise in a new dawn?
- 17 Say, who else could return the memory of life to men with a torn hope?
- 18 They call us cotton heads, and coffee men, and oily men.
- 19 They call us men of death.
- 20 But we are the men of the dance whose feet only gain power when they beat the hard soil.

1.1 Refer to line 1: 'Black mask, red ... and white masks,'

Give TWO reasons for the use of different colours to describe the masks in this line.

(2)

- 1.2 Refer to lines 7–9: 'Masks of maskless ... listen to me!'

Explain how the diction in these lines contribute to the speaker's reverence for African culture. (2)

- 1.3 Refer to lines 12–14: 'Now fix you ... white flour needs.'

Comment on the effectiveness of the imagery in these lines in conveying the importance of African identity. (3)

- 1.4 Refer to lines 15–17: 'For who else ... a torn hope?'

The speaker suggests that African people have the power to influence the future of the world.

Do you agree with this interpretation of the speaker's message? Justify your response with reference to lines 15–17. (3)

QUESTION 2: THE MORNING SUN IS SHINING – OLIVE SCHREINER

Read the poem and answer the questions that follow.

THE MORNING SUN IS SHINING – OLIVE SCHREINER

1 The morning sun is shining on
2 The green, green willow tree,
3 And sends a golden sunbeam
4 To dance upon my knee.
5 The fountain bubbles merrily,
6 The yellow locusts spring,
7 Of life and light and sunshine
8 The happy brown birds sing.

9 The earth is clothed with beauty,
10 The air is filled with song,
11 The yellow thorn trees load the wind
12 With odours sweet and strong.
13 There is a hand I never touch
14 And a face I never see;
15 Now what is sunshine, what is song,
16 Now what is light to me?

2.1 Refer to lines 1–4: ‘The morning sun ... upon my knee.’

What does the word ‘golden’ suggest about the sunbeam? (2)

2.2 Refer to lines 5–8: ‘The fountain bubbles ... brown birds sing.’

Explain how the personification in these lines contributes to the joyful mood of the poem. (2)

2.3 Refer to lines 9–12: ‘The earth is ... sweet and strong.’

Comment on the effectiveness of the imagery in these lines in conveying the beauty of nature. (2)

2.4 Refer to lines 13–16: ‘There is a ... light to me?’

The speaker suggests that personal loss can make even the beauty and joy of nature seem meaningless.

Do you agree with this interpretation of the final stanza? Justify your response with reference to lines 13–16. (3)

2.5 In the context of the poem as a whole, explain the significance of the contrast between lines 1–12 and lines 13–16. (2)

QUESTION 3: FERN HILL – DYLAN THOMAS

Read the poem and answer the questions that follow.

FERN HILL – DYLAN THOMAS

- 1 Now as I was young and easy under the apple boughs
2 About the lilting house and happy as the grass was green,
3 The night above the dingle starry,
4 Time let me hail and climb
5 Golden in the heydays of his eyes,
6 And honoured among wagons I was prince of the apple towns
7 And once below a time I lordly had the trees and leaves
8 Trail with daisies and barley
9 Down the rivers of the windfall light.
- 10 And as I was green and carefree, famous among the barns
11 About the happy yard and singing as the farm was home,
12 In the sun that is young once only,
13 Time let me play and be
14 Golden in the mercy of his means,
15 And green and golden I was huntsman and herdsman, the calves
16 Sang to my horn, the foxes on the hills barked clear and cold,
17 And the sabbath rang slowly
18 In the pebbles of the holy streams.
- 19 All the sun long it was running, it was lovely, the hay
20 Fields high as the house, the tunes from the chimneys, it was air
21 And playing, lovely and watery
22 And fire green as grass.
23 And nightly under the simple stars
24 As I rode to sleep the owls were bearing the farm away,
25 All the moon long I heard, blessed among stables, the nightjars
26 Flying with the ricks, and the horses
27 Flashing into the dark.
- 28 And then to awake, and the farm, like a wanderer white
29 With the dew, come back, the cock on his shoulder: it was all
30 Shining, it was Adam and maiden,
31 The sky gathered again
32 And the sun grew round that very day.
33 So it must have been after the birth of the simple light
34 In the first, spinning place, the spellbound horses walking warm
35 Out of the whinnying green stable
36 On to the fields of praise.

37 And honoured among foxes and pheasants by the gay house
38 Under the new made clouds and happy as the heart was long,
39 In the sun born over and over,
40 I ran my heedless ways,
41 My wishes raced through the house high hay
42 And nothing I cared, at my sky blue trades, that time allows
43 In all his tuneful turning so few and such morning songs
44 Before the children green and golden
45 Follow him out of grace,

46 Nothing I cared, in the lamb white days, that time would take me
47 Up to the swallow thronged loft by the shadow of my hand,
48 In the moon that is always rising,
49 Nor that riding to sleep
50 I should hear him fly with the high fields
51 And wake to the farm forever fled from the childless land.
52 Oh as I was young and easy in the mercy of his means,
53 Time held me green and dying
54 Though I sang in my chains like the sea.

- 3.1 Explain how the contrast between 'young and easy' and 'green and dying' reveals the poet's changing understanding of time. (2)
- 3.2 Refer to lines 42–45: 'And nothing I ... out of grace,'
- 3.2.1 Identify the figure of speech used in these lines. (1)
- 3.2.2 Comment on the effectiveness of this image in relation to the speaker's childhood. (2)
- 3.3 Critically discuss how the final line, 'Though I sang ... like the sea,' reinforces the central message of the poem. (3)

QUESTION 4: TALK TO THE PEACH TREE- SIPHO SEPAMLA**ESSAY QUESTION****TALK TO THE PEACH TREE – SIPHO SEPAMLA**

- 1 Let's talk to the swallows visiting us in summer
- 2 ask how it is in other countries
- 3 Let's talk to the afternoon shadow
- 4 ask how the day has been so far
- 5 Let's raise our pets to our level
- 6 ask them what they don't know of us
- 7 words have lost meaning
- 8 like all notations they've been misused
- 9 most people will admit
- 10 a whining woman can overstate her case
- 11 Talk to the paralysing heat in the air
- 12 inquire how long the mercilessness will last
- 13 Let's pick out items from the rubbish heap
- 14 ask how the stench is like down there
- 15 Let's talk to the peach tree
- 16 find out how it feels to be in the ground
- 17 Let's talk to the moon going down
- 18 ask if it isn't enough eyeing what's been going on
- 19 come on
- 20 let's talk to the devil himself
- 21 it's about time

The speaker's frustration with oppression develops into a call for meaningful communication and decisive action.

Critically discuss the validity of this statement with close reference to the **structure**, **imagery** and **tone**.

Your response should take the form of a well-structured essay of 250–300 words (about 1–1½ pages).

[10]

POETRY ESSAY GUIDE

INTRODUCTION

The speaker's frustration with oppression develops in stages. He begins by **questioning and communicating**, becomes increasingly **frustrated and critical**, and eventually calls for **confrontation and action**.

ANNOTATION:

Think: **Question** → **Frustration** → **Action**

PARAGRAPH 1: STRUCTURE

The repetition of '**Let's talk**' shows that communication is the speaker's starting point. He addresses ordinary things before moving towards more unpleasant realities and finally '**the devil himself**.'

ANNOTATION:

The progression from the **ordinary** → **unpleasant** → **evil** shows his growing frustration. The phrases '**come on**' and '**it's about time**' create urgency and suggest that talking must now lead to action.

KEY IDEA:

Structure shows the movement from talking to confrontation.

PARAGRAPH 2: IMAGERY

The '**swallows**' suggest freedom and movement, while '**paralysing heat**' suggests oppressive conditions. The '**rubbish heap**' and '**stench**' create unpleasant images of poverty and neglect. Finally, '**the devil himself**' represents the source of evil and oppression.

ANNOTATION:

The imagery moves from **freedom** → **suffering** → **oppression**.

PARAGRAPH 3: TONE

The tone begins as **curious and conversational** because the speaker is asking questions. It becomes **frustrated and critical**, particularly when he says '**words have lost meaning**.' The ending becomes **urgent and confrontational** through '**come on**' and '**it's about time**.'

ANNOTATION:

Curious → **Frustrated** → **Confrontational**

CONCLUSION

The statement is strongly supported. The poem shows that communication can expose oppression, but **words alone are not enough**. Ultimately, the speaker believes that communication must lead to **confrontation and action**.

KNOW YOUR FIGURES OF SPEECH

Poetic Device	Definition	Example	What to Write in an Exam
Simile	Comparison using <i>like</i> or <i>as</i>	'Her smile was as bright as the sun.'	Identify the comparison and explain what it helps the reader imagine or understand.
Metaphor	Direct comparison without <i>like</i> or <i>as</i>	'Time is a thief.'	State what is being compared and explain the deeper meaning.
Personification	Giving human qualities to non-human things	'The wind whispered through the trees.'	Explain the human quality and its effect on the mood or image.
Alliteration	Repetition of initial consonant sounds	'Peter Piper picked peppers.'	Identify the repeated sound and explain how it creates emphasis or rhythm.
Assonance	Repetition of vowel sounds	'The rain in Spain.'	Mention the repeated vowel sound and its musical effect.
Consonance	Repetition of consonant sounds	'The stroke of luck.'	Identify the repeated consonant sound and explain its effect.
Onomatopoeia	Words that imitate sounds	'Buzz', 'Crash', 'Bang'	Explain how the sound word makes the image more vivid.
Hyperbole	Deliberate exaggeration	'I've told you a million times.'	Explain the exaggeration and what it emphasizes.
Imagery	Descriptive language appealing to the senses	'The fragrant roses filled the air.'	State which sense is appealed to and the image created.
Symbolism	Using an object to represent an idea	Dove = peace	Explain both the literal and symbolic meaning.
Irony	Contrast between expectation and reality	Fire station burns down.	Explain the contrast and its significance.
Repetition	Repeating words or phrases	'Never, never, never give up.'	Explain what idea is emphasized.
Rhyme	Similar ending sounds in words	'Light' and 'night'	Explain how it contributes to rhythm or mood.
Rhythm	Pattern of stressed and unstressed syllables	Beat of the poem	Explain how it affects the pace or mood.
Enjambment	A sentence continues onto the next line	Thought runs over lines	Explain how it creates flow or suspense.
Caesura	A pause within a line	'To be, or not to be...'	Explain how the pause affects meaning or emphasis.

NOVEL: *THE PICTURE OF DORIAN GRAY* – Oscar Wilde

This section will help you develop the skills needed to write a well-structured, focused and analytical literature essay on *The Picture of Dorian Gray* by Oscar Wilde. You will learn how to unpack an essay question, develop a clear argument, select relevant evidence from the novel, and explain how Wilde uses characters, themes, conflict and literary techniques to convey meaning. As you work through the activities, focus on moving beyond retelling the story to explaining how and why the author presents particular ideas. Use the strategies provided to prepare yourself to write a confident, well-supported response in the NSC examination.

***The Picture of Dorian Gray* — MUST-KNOW INFORMATION**

Area	What the learner MUST know	How it helps in an essay
1. Dorian Gray	Begins as innocent, beautiful and impressionable. Lord Henry influences him. He becomes obsessed with youth and pleasure and gradually becomes morally corrupt.	Dorian Gray is central to essays on corruption, influence, appearance, morality, freedom and self-destruction .
2. Lord Henry Wotton	Charismatic, witty and cynical. His philosophy encourages Dorian to value youth, beauty, pleasure and experience above morality.	Use him to discuss influence, temptation, manipulation and responsibility .
3. Basil Hallward	The artist who admires Dorian's beauty and paints the portrait. He represents morality, conscience, sincerity and genuine love.	Useful for morality, conscience, beauty, friendship and Dorian's rejection of goodness .
4. The Portrait	Becomes a physical record of Dorian's sins while Dorian's appearance remains youthful.	The portrait represents conscience, corruption, the soul, hidden guilt and the consequences of sin .
5. Sibyl Vane	A young actress whom Dorian falls in love with because of her performances. When she loses her ability to act after falling in love with him, he cruelly rejects her.	Important for love, selfishness, cruelty, objectification and Dorian's moral decline .
6. James Vane	Sibyl's brother. He seeks revenge against Dorian after Sibyl's death.	Represents consequences, revenge and the inability to escape one's past .
7. Beauty vs morality	Dorian remains physically beautiful while his inner self becomes increasingly ugly.	Essential for essays on appearance vs reality and physical beauty vs inner corruption .
8. Influence	Lord Henry's ideas strongly influence Dorian, but Dorian ultimately makes his own choices.	Important when evaluating whether Dorian is a victim of influence or responsible for his actions .

9. Appearance vs reality	Dorian appears innocent and youthful while hiding a life of sin and corruption.	A major theme. Shows that outward appearance can conceal inner reality .
10. Youth	Dorian becomes terrified of losing his youth and beauty. His desire to remain young drives many of his decisions.	Use for essays on obsession, vanity, fear, beauty and self-destruction .
11. Hedonism	Lord Henry promotes a life centred on pleasure, sensation and experience. Dorian embraces this philosophy.	Helps explain Dorian's transformation and moral decline .
12. Moral corruption	Dorian repeatedly chooses pleasure over conscience. His sins become increasingly serious.	Essential for essays about Dorian's downfall and loss of morality .
13. Conscience	The portrait becomes a visual reminder of Dorian's wrongdoing. Dorian tries to hide it rather than confront his guilt.	Useful for arguing that Dorian cannot escape his conscience .
14. Responsibility	Lord Henry influences Dorian, but Dorian makes his own choices.	Excellent for evaluative questions: 'To what extent is Dorian responsible for his downfall?'
15. Freedom	Dorian believes freedom means being able to pursue every desire without consequences.	Important for the idea that apparent freedom can become destructive .
16. Self-destruction	Dorian's pursuit of pleasure, beauty and freedom ultimately destroys his peace, relationships and humanity.	Useful for sophisticated conclusions about the tragic consequences of unchecked desire .
17. Society	Victorian society values reputation, respectability and appearances. Dorian exploits this obsession with appearances.	Useful for appearance vs reality, reputation and hypocrisy .
18. Victorian values	The novel explores morality, sexuality, reputation, class, respectability and social expectations.	Gives essays context and depth without turning the essay into a history lesson.
19. Setting	London represents both respectable society and a hidden world of pleasure, temptation and vice.	Can support discussions of dual lives, temptation and moral corruption .
20. The yellow book	Lord Henry gives Dorian a book that deeply influences his thinking and lifestyle.	Represents the power of literature and dangerous influence .
21. Dorian's transformation	Innocent - impressionable - pleasure-seeking - cruel - corrupt - guilty/paranoid - desperate to escape his conscience.	Memorise this progression for almost any essay on Dorian.
22. Basil's murder	Dorian kills Basil after Basil confronts him about the portrait and his corruption.	Demonstrates the extent of Dorian's moral degeneration .

23. Alan Campbell	Dorian forces him to dispose of Basil's body. Campbell later dies by suicide.	Shows how Dorian's corruption spreads destruction to others .
24. The ending	Dorian attempts to destroy the portrait but ultimately destroys himself. The portrait returns to its original beauty while Dorian becomes aged and disfigured.	Demonstrates that one cannot permanently escape the consequences of one's actions .
25. Wilde's message	The novel questions the pursuit of pleasure without moral responsibility and exposes the danger of judging people by appearances.	Helps the learner formulate a strong thesis and conclusion .

A learner should be able to connect **any essay topic** to these:

BEAUTY - INFLUENCE - PLEASURE - MORALITY - CHOICE - CONSEQUENCES - CONSCIENCE - SELF-DESTRUCTION

Characters as symbols:

Character/Object	Represents
Dorian	Human desire, vanity, corruption and moral choice
Lord Henry	Temptation, hedonism and dangerous ideas
Basil	Conscience, morality and genuine affection
Sibyl	Innocence, idealised love and Dorian's selfishness
James Vane	Working class avenging consequences
Portrait	Dorian's soul, (Faustian Bargain) conscience and hidden corruption
Yellow Book	Influence temptations, pleasure, moral decline.

THEMES/QUOTES/LINK TO PLOT

THEME	QUOTE	LINK
Beauty & Youth	<p>'You have the most marvellous youth, and youth is the one thing worth having.'</p> <p>'If it were I who was to be always young, and the picture that was to grow old'</p>	<p>Basil paints Dorian's portrait, capturing his beauty. Basil admires Dorian's looks; Dorian begins to fear aging. Dorian becomes obsessed with preserving his youth and beauty. His fear of ageing drives his destructive choices</p>
Influence & Corruption	<p>'The only way to get rid of a temptation is to yield to it.'</p> <p>'There is no such thing as a moral or an immoral book. Books are well written, or badly written'</p>	<p>Lord Henry persuades Dorian to embrace pleasure and vanity. Lord Henry's philosophy corrupts Dorian's innocence.</p>

Art vs Reality	'Every portrait that is painted with feeling is a portrait of the artist, not of the sitter.'	Basil admits he put too much of himself into the portrait. Basil's art becomes a supernatural mirror of Dorian's soul.
Love & Disillusionment	You have killed my love.'	Dorian cruelly rejects Sibyl after her poor stage performance. Sibyl represents innocence and true love; Dorian's rejection shows his moral decline.
Moral Decay	'It had altered... the lines of cruelty around the mouth'	The portrait changes after Sibyl's death, reflecting Dorian's corruption. Dorian's conscience is externalised in the portrait. Dorian gradually abandons his conscience and allows pleasure and influence to destroy his morality.
Secrecy & Guilt	'He would keep his youth, and the portrait would bear the burden of his shame.'	Dorian locks the portrait away to hide his sins. Dorian lives a double life, concealing his corruption from society
Identity / Duality	'I will become good.'	Dorian lives a double life: the admired gentleman in public and the corrupt man represented by the portrait

PEEL AND PLANNING

PEEL approach is only effective if you firstly **plan the key points you are going to make** in each essay. Usually (not always) an answer will develop arguments both for and against the underlying assertion in the essay question. Plan the points you are going to make and the examples you want to use to help support your point.

Start the paragraph point by **stating the point you are making. Evaluate Your Point** Even better - use the words in the essay. **Explain the Point - Step by Step. Back Your Point with Evidence! ...And finally...LINK back to the essay question**

A Writing Strategy...

Point

- Is there a point of view that needs sharing?
- Is there an important piece of the puzzle that you can share?
- Do you need to define a term?

To begin with...
Moving on to...
As well as...

Evidence

- What information do you have to support your point?
- Are there quotes that you can use to illustrate the point that you are making?
- Are there examples that you can include that show what you mean?

For example...
This is shown in...
Such as...

Explanation

- What effect does this evidence have?
- How important is the evidence that you have shared?

As a result of...
This means that...
This caused...

Link

- What does this point and evidence have to do with the question?

In conclusion...
This tells us that...
This helps answer the question because...

DECONSTRUCTING THE TOPIC

Step	What you must do	Apply it to the topic
Essay Topic	Read the topic carefully and identify what you are being asked to discuss.	‘Dorian’s greatest tragedy is that he mistakes self-destruction for freedom.’ Critically discuss the validity of the above statement.
Step 1: Identify the key words	Underline the important words and explain what they mean in the context of the novel.	greatest tragedy – Dorian’s most significant downfall or source of suffering. self-destruction – his choices and behaviour that lead to his moral and personal downfall. freedom – Dorian’s desire to live without restrictions, responsibility or moral consequences.
Step 2: Analyse the topic	Consider what the topic requires you to prove. Link the key ideas to themes, characters, incidents and relevant quotations from the novel.	Consider whether Dorian really becomes free or whether his pursuit of freedom leads to his destruction. Think about his relationship with Lord Henry, his pursuit of pleasure, his treatment of Sibyl Vane, the portrait and his eventual downfall.
Step 3: Formulate your argument	Decide what your overall position will be. This becomes your thesis statement .	Dorian mistakes freedom for the absence of moral responsibility, but his pursuit of unrestricted pleasure ultimately leads to guilt, isolation and self-destruction.
Step 4: Structure your argument	Develop your paragraphs using the PEEL method . Each paragraph should contribute to your overall argument.	P – Point: Make a clear argument. E – Evidence: Provide a relevant quotation or incident. E – Explanation: Explain how the evidence supports your argument. L – Link: Connect the paragraph back to the topic.

EXAMPLE: USING PEEL

PEEL	Example from the Dorian Gray topic
P – Point	Dorian initially mistakes freedom for the ability to live without moral restrictions or responsibility.
E – Evidence	Lord Henry encourages this attitude when he tells Dorian, ‘The only way to get rid of a temptation is to yield to it.’
E – Explanation	This philosophy appeals to Dorian because he fears ageing and wants to experience every pleasure available to him. He begins to believe that morality and self-control are limitations rather than protections. However, his decision to pursue pleasure without considering its consequences becomes the beginning of his moral destruction. Wilde therefore shows that freedom without responsibility can become dangerous rather than liberating.
L – Link	Therefore, Dorian’s desire to be free from restrictions becomes the first step towards his self-destruction , supporting the view that he mistakes destruction for freedom.

SAMPLE ESSAY

‘Dorian’s greatest tragedy is that he mistakes self-destruction for freedom.’

In The Picture of Dorian Gray by Oscar Wilde , Dorian Gray’s tragedy lies in his misunderstanding of freedom. He equates freedom with unrestricted pleasure without moral responsibility.

‘The only way to get rid of a temptation is to yield to it.’ This philosophy appeals to Dorian because he fears ageing and wants to experience every pleasure available to him. He begins to believe that morality and self-control are limitations . However, his decision to pursue pleasure without considering its consequences becomes the beginning of his moral destruction. Therefore, Dorian’s desire to be free from restrictions becomes the first step towards his self-destruction.

Dorian’s pursuit of pleasure gives him the illusion of freedom, but his choices gradually destroy his morality and relationships. After Sibyl Vane disappoints him, Dorian cruelly rejects her, declaring, ‘Without your art, you are nothing. ‘Dorian places his own pleasure above Sibyl’s feelings and fails to recognise the consequences of his actions. Although he initially sees himself as free to follow his desires, his selfishness contributes to Sibyl’s death and leaves him with guilt. His choice demonstrates that he is not escaping consequences; instead, he is creating them.

Dorian’s attempt to live according to his desires therefore becomes destructive, proving that what he considers freedom is leading him towards self-destruction. The portrait exposes the difference between Dorian’s apparent freedom and his inner corruption. Dorian realises that ‘the portrait would bear the burden of his shame. ‘Dorian believes that because his physical appearance remains young and beautiful, he can escape the visible consequences of his actions. The portrait, however, becomes a reflection of his conscience and records the moral damage caused by his choices. His beautiful appearance allows him to deceive society, but it cannot free him from his own corruption.

As Dorian continues his destructive lifestyle, his supposed freedom becomes a form of imprisonment. Wilde states, 'Each of us has Heaven and Hell in him. 'Dorian has the capacity to choose between good and evil, but he repeatedly chooses selfish pleasure. Although Lord Henry influences him, Dorian remains responsible for his decisions. His secrecy, guilt and fear increasingly dominate his life. Instead of being liberated by pleasure, he becomes trapped by the consequences of his actions and by the horrifying truth represented in the portrait. Dorian's supposed freedom therefore becomes a psychological prison created by his own choices.

Dorian declares, 'I will become good. 'This suggests that Dorian is aware that his choices have destroyed his innocence and morality. However, his desire for redemption comes too late. His attempt to destroy the portrait in the hope of freeing himself instead results in his own death.

Therefore, Dorian's greatest tragedy is indeed that he mistakes self-destruction for freedom: what he believes will liberate him ultimately destroys him.

PUT YOUR SKILLS INTO PRACTICE

Use the essay questions below to practise your literature essay skills for *The Picture of Dorian Gray*. Read each question carefully, plan your response, and support your argument with relevant evidence from the novel. Focus on analysis rather than plot summary.

PRACTICE ACTIVITY 1

In *The Picture of Dorian Gray*, the portrait of Dorian is symbolic of the rejection of morality.

Critically discuss the validity of the above statement

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

[25]

PRACTICE ACTIVITY 2

'Dorian Gray's downfall is caused by the choices he makes.'

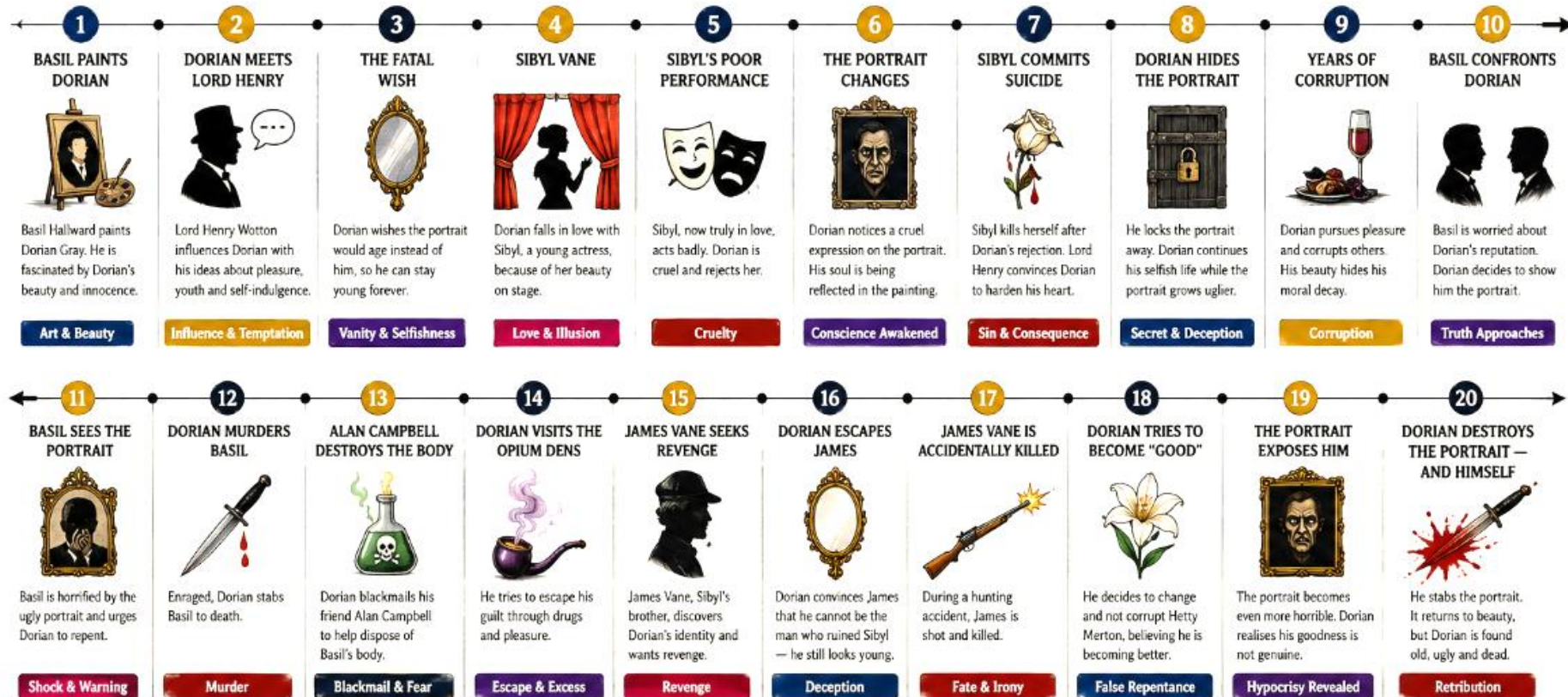
Discuss the extent to which you agree with the above statement.

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

[25]

THE PICTURE OF DORIAN GRAY – PLOT TIMELINE

A beautiful face. A hidden soul. A terrible price.

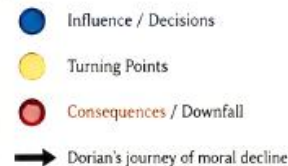


KEY THEMES



KEY IDEA

Dorian Gray sells his soul for eternal youth. He lives for pleasure, ignores his conscience, and destroys the lives of others. In the end, the truth can no longer be hidden.



NOVEL: *LIFE OF PI* – Yann Martel

This section will help you develop the skills needed to write a well-structured, focused and analytical literature essay on *Life of Pi* by Yann Martel. You will learn how to unpack an essay question, develop a clear argument, select relevant evidence from the novel, and explain how Martel uses characters, themes, symbolism, conflict and narrative techniques to convey meaning. As you work through the activities, focus on moving beyond retelling the story to explaining how and why the author presents particular ideas. Use the strategies provided to prepare yourself to write a confident, well-supported response in the NSC examination.

COMMONLY ASKED QUESTIONS IN LIFE OF PI

Question	Suggested Approach
Mood	<p>Definition: The mood refers to the emotional atmosphere that a piece of writing creates for the reader.</p> <p>Approach:</p> <ol style="list-style-type: none"> 1. Identify Descriptive Language: Look for adjectives and adverbs that set the emotional tone. 2. Consider the Setting: Analyse how the setting influences the mood. 3. Examine Character Reactions: Consider how characters' emotions and reactions contribute to the overall mood. 4. Cite Examples: Use specific passages that illustrate the mood effectively. <p>Example Question: Describe the mood in the lifeboat scenes in 'Life of Pi.' How does Martel create this mood?</p> <p>Answer Approach: Analyse the tension and despair in the lifeboat scenes by examining the descriptive language Martel uses to depict the vast, empty ocean and Pi's isolation. Discuss how these elements contribute to a mood of desperation and uncertainty.</p>
Tone	<p>Definition: Tone refers to the author's attitude towards the subject matter or the audience.</p> <p>Approach:</p> <ol style="list-style-type: none"> 1. Identify the Author's Attitude: Determine if the tone is serious, humorous, ironic, etc. 2. Analyse Word Choice and Syntax: Look at the diction and sentence structure for clues. 3. Consider the Narrator's Perspective: The narrator's viewpoint can greatly influence the tone. 4. Use Textual Evidence: Support your analysis with quotes from the text. <p>Example Question: What is the tone of the narrative in 'Life of Pi'? How does it affect the reader's perception of the story?</p> <p>Answer Approach: Discuss how the tone shifts from reflective and philosophical when Pi discusses religion and survival to tense and urgent during moments of crisis. Use specific examples to illustrate these shifts.</p>
Plot	<p>Definition: The plot is the sequence of events that make up a story.</p> <p>Approach:</p> <ol style="list-style-type: none"> 1. Summarise Key Events: Identify the main events in the beginning, middle, and end.

	<ol style="list-style-type: none"> 2. Identify the Conflict: Determine the central conflict and how it drives the plot. 3. Analyse the Structure: Look at how the plot is organised, such as linear, nonlinear, or with flashbacks. 4. Examine Resolution: Discuss how the conflict is resolved and the story's conclusion. <p>Example Question: Outline the plot of 'Life of Pi' and discuss how the structure contributes to the overall story.</p> <p>Answer Approach: Provide a summary of Pi's life before, during, and after the shipwreck. Analyse the use of the frame narrative and how the story's nonlinear structure adds depth to Pi's experiences.</p>
Theme	<p>Definition: The theme is the central idea or message conveyed by a work of literature.</p> <p>Approach:</p> <ol style="list-style-type: none"> 1. Identify the Main Ideas: Determine the primary themes the author explores. 2. Analyse Characters and Events: Examine how the actions of characters and key events highlight these themes. 3. Consider Symbolism: Look for symbols that reinforce the themes. 4. Support with Evidence: Use specific examples from the text to support your analysis. <p>Example Question: What are the major themes in 'Life of Pi'? How are they developed throughout the novel?</p> <p>Answer Approach: Discuss themes such as survival, faith, and the human-animal connection. Use examples like Pi's reliance on his religious beliefs and his relationship with Richard Parker to illustrate these themes.</p>
Critical Analysis	<p>Definition: Critical analysis involves evaluating a text through a detailed examination of its elements.</p> <p>Approach:</p> <ol style="list-style-type: none"> 1. Identify Key Elements: Focus on aspects such as character, setting, plot, and theme. 2. Evaluate Effectiveness: Assess how effectively the author uses these elements to achieve their purpose. 3. Consider Different Perspectives: Analyse the text from various critical viewpoints, such as feminist, psychoanalytic, or post-colonial. 4. Use Evidence: Support your analysis with detailed references to the text. <p>Example Question: Provide a critical analysis of Pi's character development in 'Life of Pi.'</p> <p>Answer Approach: Examine how Pi grows from a curious and religious boy into a resourceful and resilient survivor. Discuss how his character is tested and transformed by his ordeal at sea.</p>
Discussions	<p>Definition: Discussions involve exploring various interpretations and viewpoints on a text.</p> <p>Approach:</p> <ol style="list-style-type: none"> 1. Pose Open-Ended Questions: Ask questions that require more than a yes/no answer.

	<ol style="list-style-type: none"> 2. Encourage Multiple Perspectives: Consider different interpretations and viewpoints. 3. Use Evidence: Support points with textual evidence. 4. Facilitate Dialogue: Engage in back-and-forth discussion to deepen understanding. <p>Example Question: How does 'Life of Pi' explore the relationship between storytelling and truth?</p> <p>Answer Approach: Discuss how the two different versions of Pi's story challenge the notion of objective truth and how storytelling shapes our understanding of reality. Encourage debate on which story the readers find more believable and why.</p>
Central Message	<p>Definition: The central message is the main point or underlying lesson of the text.</p> <p>Approach:</p> <ol style="list-style-type: none"> 1. Identify the Author's Purpose: Determine what the author is trying to convey. 2. Analyze Themes and Symbols: Look at how themes and symbols support the central message. 3. Consider the Conclusion: The resolution of the story often highlights the central message. 4. Use Textual Evidence: Provide examples from the text to illustrate the message. <p>Example Question: What is the central message of 'Life of Pi'?</p> <p>Answer Approach: Discuss how the novel conveys the resilience of the human spirit and the importance of faith and storytelling in overcoming adversity. Use Pi's survival and the dual narratives as key points.</p>
Writer's Intention	<p>Definition: The writer's intention is the purpose or goal the author had in mind when writing the text.</p> <p>Approach:</p> <ol style="list-style-type: none"> 1. Understand the Context: Consider the historical, cultural, and personal context in which the author wrote the text. 2. Identify Themes and Motifs: Look at recurring themes and motifs to infer the author's intention. 3. Analyse Authorial Choices: Examine the choices the author makes in terms of plot, character, and style. 4. Support with Evidence: Use specific examples from the text to support your interpretation of the author's intention. <p>Example Question: What do you think Yann Martel's intention was in writing 'Life of Pi'?</p> <p>Answer Approach: Discuss how Martel might have intended to explore themes of faith, survival, and the nature of reality. Analyse how the use of a fictional story within a story serves to question the nature of truth and the power of storytelling.</p>
Summary and Plot:	<ul style="list-style-type: none"> ○ Summarise the plot of 'Life of Pi.' ○ Describe the key events that occur during Pi's time on the lifeboat.
Character Analysis	<ul style="list-style-type: none"> ○ Analyse the character of Pi Patel. How does he change throughout the novel?

	<ul style="list-style-type: none"> ○ Discuss the role of Richard Parker in Pi's survival. ○ Describe the significance of Pi's relationship with his family before the shipwreck.
Themes and Symbols:	<ul style="list-style-type: none"> ○ What are the major themes in 'Life of Pi'? Provide examples from the text. ○ How does the novel explore the theme of survival? ○ Discuss the symbolic meaning of the lifeboat and the Pacific Ocean.
Setting:	<ul style="list-style-type: none"> ○ Describe the setting of the novel and its impact on the story. ○ How does the setting influence Pi's experiences and his psychological state?
Narrative Techniques	<ul style="list-style-type: none"> ○ How does Yann Martel use narrative structure to tell Pi's story? ○ Discuss the reliability of Pi as a narrator. What impact does this have on the reader's interpretation of the story?
Religious and Philosophical Questions:	<ul style="list-style-type: none"> ○ How does Pi's faith influence his actions and decisions during his ordeal? ○ Analyse the role of religion in Pi's life. How do his beliefs help him survive?
Psychological Analysis:	<ul style="list-style-type: none"> ○ Examine Pi's psychological transformation throughout the novel. How does he cope with the trauma of being stranded at sea? ○ Discuss the role of hope and despair in Pi's journey.
Literary Devices	<ul style="list-style-type: none"> ○ Identify and analyse the use of symbolism in 'Life of Pi.' ○ How does Martel use imagery and descriptive language to create a vivid portrayal of Pi's experiences?
Comparative Analysis:	<ul style="list-style-type: none"> ○ Compare and contrast the two versions of Pi's story. Which version do you find more believable and why? ○ Compare 'Life of Pi' to another survival story or novel. What similarities and differences do you observe?
Interpretation and Opinion:	<ul style="list-style-type: none"> ○ What do you think Yann Martel is trying to convey through 'Life of Pi'? ○ Do you believe the novel supports the idea that storytelling can shape reality? Provide reasons for your answer.
Moral and Ethical Questions:	<ul style="list-style-type: none"> ○ Discuss how 'Life of Pi' explores the theme of the human-animal relationship. What does Pi's interaction with Richard Parker reveal about his character and his survival instincts? ○ Explore the theme of faith and spirituality in the novel. How do Pi's religious beliefs help him endure his time at sea? ○ What moral dilemmas does Pi face during his journey? How does he resolve them? ○ Discuss the ethical implications of Pi's decisions and actions on the lifeboat.

CONTEXTUAL QUESTIONS DECODED**EXTRACT A**

'Come with me,' said Father.

We set out like prisoners off to their execution.

We left the house, went through the gate, entered the zoo. It was early and the zoo hadn't opened yet to the public. Animal keepers and groundskeepers were going about their work. I noticed Sitaram, who oversaw the orang-utans, my favourite keeper. 5

...

We came to the big cats, our tigers, lions and leopards. Babu, their keeper, was waiting for us. We went round and down the path, and he unlocked the door to the cat house, which was at the centre of a moated island. We entered. It was a vast and dim cement cavern, circular in shape, warm and humid, and smelling of cat urine.

...

The cages were empty – save one: Mahisha, our Bengal tiger patriarch, a lanky, hulking 10
beast of 550 pounds, had been detained. As soon as we stepped in, he loped up to the bars of his cage and set off a full-throated snarl, ears flat against his skull and round eyes fixed on Babu. The sound was so loud and fierce it seemed to shake the whole cat house. My knees started quaking. I got close to Mother. She was trembling, too. Even Father 15
seemed to pause and steady himself.

...

'Tigers are very dangerous,' Father shouted. 'I want you to understand that you are never – under *any* circumstances – to touch a tiger, to pet a tiger, to put your hands through the bars of a cage, even to get close to a cage. Is that clear? Ravi?' 20

Ravi nodded vigorously. 'Piscine?'

I nodded even more vigorously.

...

'I'm going to show you how dangerous tigers are,' he continued. 'I want you to remember this lesson for the rest of your lives.'

[Chapter 8]

9.1 Describe Mr Patel's parenting style as revealed in this extract. (2)

Instructional Verb: Describe

Describe Mr Patel's parenting style as revealed in this extract.

What the examiner wants

Identify the qualities of Mr Patel's parenting.

What content to focus on

Look at:

- He takes his sons to the tiger enclosure.
- He insists they understand the danger.
- He teaches through demonstration.

Guiding question

What kind of father does Mr Patel appear to be?

Possible points

- Strict, Protective, Responsible, Practical, Educational

9.2 Refer to line 5: 'I noticed Sitaram ... my favourite keeper.'

By referring to later events, state what happens to Orange Juice, the orangutan. (2)

Instructional Verb: State

Question: By referring to later events, state what happens to Orange Juice, the orangutan.

What the examiner wants:

A direct and accurate account of Orange Juice's fate on the lifeboat based on later events in the novel.

What content to focus on:

Arrival: Orange Juice floats to the lifeboat on a bundle of bananas.

Conflict with the Hyena: The hyena attacks the injured zebra and then turns its aggression toward Orange Juice.

Defense: Despite her maternal and gentle nature, Orange Juice attempts to defend herself and bravely strikes the hyena.

Outcome: The hyena ultimately overpowers and decapitates/kills Orange Juice, devouring her on the lifeboat.

Guiding question:

What eventually happens to the orangutan, Orange Juice, after she boards the lifeboat?

9.3 Refer to lines 16–23: 'I want you ... of your lives.'

Discuss how this lesson proves to be valuable for Pi later in the novel. (3)

Instructional Verb: Discuss

Question: Discuss how this lesson proves to be valuable for Pi later in the novel.

What the examiner wants

Explain how the tiger lesson affects Pi's actions later.

What content to focus on

The lesson teaches Pi:

- Tigers are dangerous.
- Wild animals should be respected.
- Animals act according to instinct.

Later:

- Pi treats Richard Parker with caution.
- He trains Richard Parker instead of befriending him.
- He establishes territory and dominance.
- This helps him survive.

Guiding question

How does what Pi learns about tigers help him survive with Richard Parker?

9.4 Refer to line 14: 'I got close to Mother. She was trembling, too.'

What does the word 'trembling' suggest about Pi's mother here and how does she change later in the novel? (3)

Instructional Verbs:

What does ... suggest? How does she change?

What the examiner wants

First: Interpret what her trembling reveals.

Then: Compare her later behaviour.

What content to focus on

'Trembling' suggests:

- Fear
- Shock
- Vulnerability

Later in the novel:

- She acts courageously during the shipwreck.
- Pi remembers her as caring and resilient.
- In the alternative story, the mother figure stands up to the cook.

Guiding question

What emotion is revealed here, and how is she different later?

QUESTION 8: *LIFE OF PI* – ESSAY QUESTION

Pi's well-adjusted adulthood defies the reality of his experiences in Pondicherry and at sea.

With close reference to the novel, critically discuss the validity of the above statement.

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

[25]

ESSAY STRUCTURE USING PEEL

INTRODUCTION (±50 words)

What to do

- Introduce Pi and his experiences.
- Refer to the statement.
- State your argument (agree/disagree/partly agree).

Example Structure

- Pi experiences severe trauma in Pondicherry and at sea.
- These experiences would normally leave lasting emotional damage.
- However, his faith, resilience and ability to adapt help him become a stable adult.
- Therefore, the statement is largely valid.

BODY PARAGRAPH 1**Trauma in Pondicherry**

P = Point: Pi's childhood in Pondicherry exposes him to fear and uncertainty.

E = Evidence: Mr Patel's tiger demonstration teaches Pi how dangerous wild animals can be. The family also faces political instability that eventually forces them to emigrate.

E = Explanation: These experiences expose Pi to danger and disruption from a young age. Leaving his home, friends and familiar surroundings would have been emotionally difficult.

L = Link: Therefore, Pi's later emotional stability appears surprising considering the challenges he faced before the shipwreck.

BODY PARAGRAPH 2**Trauma at Sea**

P = Point: Pi's experiences at sea are far more traumatic and would reasonably be expected to leave permanent psychological scars.

E = Evidence: The *Tsimtsum* sinks, causing the death of his parents and Ravi. Pi witnesses violence on the lifeboat and survives extreme hunger, thirst, fear and isolation while sharing the boat with Richard Parker.

E = Explanation: Most people would struggle to recover from such intense suffering and loss. The constant threat of death places enormous pressure on Pi physically and emotionally.

L = Link: These experiences support the idea that Pi's well-adjusted adulthood seems almost unbelievable.

BODY PARAGRAPH 3**Faith Helps Pi Survive**

P = Point: One reason Pi develops into a healthy adult is the strength he gains from his faith.

E = Evidence: Throughout the novel, Pi practises Hinduism, Christianity and Islam. During his ordeal at sea, he continually prays and thanks God.

E = Explanation: Faith provides comfort, hope and meaning during periods of suffering. It gives Pi the emotional strength to endure hardship rather than surrender to despair.

L = Link: His faith helps explain how he overcomes trauma and eventually becomes a well-adjusted adult.

BODY PARAGRAPH 4**Resilience and Richard Parker**

P = Point: Pi's resilience and relationship with Richard Parker also contribute to his survival and recovery.

E = Evidence: Pi trains Richard Parker, establishes himself as the alpha and develops routines focused on survival.

E = Explanation: Caring for Richard Parker gives Pi purpose and prevents him from giving in to hopelessness. The tiger becomes a source of motivation and companionship.

L = Link: As a result, Pi develops the inner strength needed to rebuild his life after the ordeal.

BODY PARAGRAPH 5**Evidence of a Well-Adjusted Adult**

P = Point: Pi's adult life demonstrates that he has adjusted successfully despite his traumatic past.

E = Evidence: He lives in Canada, has a family, practises his religion and welcomes the author into his home.

E = Explanation: These details suggest emotional stability, meaningful relationships and a positive outlook on life.

L = Link: Therefore, Pi's adulthood appears remarkably successful considering everything he has endured.

CONCLUSION (±50 words)**Example Structure**

- Pi's experiences in Pondicherry and at sea are traumatic and life changing.
- These events make his successful adulthood seem extraordinary.
- However, his faith, resilience and determination enable him to overcome these hardships.
- Therefore, the statement is largely valid, although his growth helps explain his adjustment.

PRACTICE ACTIVITIES***LIFE OF PI* – Yann Martel****QUESTION 8: *LIFE OF PI* – ESSAY QUESTION**

Pi's transformation, both positive and negative, is the main focus of the novel.

Critically discuss this statement.

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

[25]

QUESTION 9: *LIFE OF PI* – CONTEXTUAL QUESTION

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

EXTRACT A

I'm a little early. I've just set foot on the cement steps of the front porch when a teenager bursts out the front door. He's wearing a baseball uniform and carrying baseball equipment, and he's in a hurry. When he sees me he stops dead in his tracks, startled. He turns around and hollers into the house, 'Dad! The writer's here.' To me he says, 'Hi,' and rushes off.

5

His father comes to the front door. 'Hello,' he says.

'That was your son?' I ask, incredulous.

'Yes.' To acknowledge the fact brings a smile to his lips. 'I'm sorry you didn't meet properly. He's late for practice. His name is Nikhil. He goes by Nick.'

I'm in the entrance hall. 'I didn't know you had a son,' I say. There's a barking. A small mongrel mutt, black and brown, races up to me, panting and sniffing. He jumps up against my legs. 'Or a dog,' I add.

10

'He's friendly. Tata, down!'

Tata ignores him. I hear 'Hello.'

...

I turn. Leaning against the sofa in the living room, looking up at me bashfully, is a little brown girl, pretty in pink, very much at home. She's holding an orange cat in her arms.

15

...

'And this is your daughter,' I say.

'Yes. Usha. Usha darling, are you sure Moccasin is comfortable like that.'

Usha drops Moccasin. He flops to the floor unperturbed.

...

Then Piscine Molitor Patel, known to all as Pi Patel, bends down and picks up his daughter.

20

...

This story has a happy ending.

[Chapter 36]

QUESTIONS:

9.1 Refer to line 4: ' *Dad! The writer's here.* '

Describe the events that have led to 'the writer's' interest in Pi.

(2)

9.2 Refer to line 7: ' *That was your son?* ' I ask, *incredulous.* '

Account for 'the writer's' amazement when he arrives at Pi's house.

(3)

- 9.3 Refer to line 16: *'She's holding an orange cat in her arms.'*
Discuss the significance of the colour orange in the context of the novel as a whole. (3)
- 9.4 Refer to line 22: *'This story has a happy ending.'*
Why do you think this revelation is provided prior to the story of Pi's ordeal at sea? (3)

AND**EXTRACT D**

'Here's another story.'

'Good.'

'The ship sank. It made a sound like a monstrous metallic burp. Things bubbled at the surface and then vanished. I found myself kicking water in the Pacific Ocean. I swam for a lifeboat. It was the hardest swim of my life. I didn't seem to be moving. I kept swallowing water. I was very cold. I was rapidly losing strength. I wouldn't have made it if the cook hadn't thrown me a lifebuoy and pulled me in. I climbed aboard and collapsed. 5

'Four of us survived. Mother held on to some bananas and made it to the lifeboat. The cook was already aboard, as was the sailor.

'He ate the flies. The cook that is. We hadn't been in the lifeboat a full day; we had food and water to last us for weeks; we had fishing gear and solar stills; we had no reason to believe that we wouldn't be rescued soon. Yet there he was, swinging his arms and catching flies and eating them greedily. Right away he was in a holy terror of hunger. He was calling us idiots and fools for not joining him in the feast. We were offended and disgusted, but we didn't show it. We were very polite about it. He was a stranger and a foreigner. Mother smiled and shook her head and raised her hand in refusal. He was a disgusting man.' 10
15

[Chapter 99]

QUESTIONS:

- 9.5 Why does Pi have to offer 'another story' (line 1)? (3)
- 9.6 Discuss the importance of the solar stills (line 12) on the lifeboat. (2)
- 9.7 Refer to line 3: 'The ship sank ... monstrous metallic burp.'
Discuss the effectiveness of this image in the context of this extract. (3)

- 9.8 Refer to line 17: 'Mother smiled and ... hand in refusal.'
Critically discuss Mother's response to the cook by drawing on your knowledge of the novel as a whole. (3)
- 9.9 Based on your knowledge of the novel as a whole, comment on whether you think the cook is integral to Pi's survival. (3)

TOTAL SECTION B: 25

DRAMA: *HAMLET* – William Shakespeare

This section will help you develop the skills needed to write a well-structured, focused and analytical literature essay on Hamlet by William Shakespeare. You will learn how to unpack a drama essay question, develop a clear argument, select relevant evidence from the play and explain how Shakespeare uses characters, themes, conflict, dramatic techniques and language to convey meaning. As you work through the activities, focus on moving beyond retelling the plot to explaining how and why Shakespeare presents particular ideas. Use the strategies provided to prepare yourself to write a confident, well-supported response in the NSC examination.

FIRST RULE: KNOW THE PLOT – DO NOT RETELL IT

WHAT YOU NEED	WHAT YOU MUST NOT DO	WHY
Know the sequence of important events.	Write a paragraph-by-paragraph summary of the play.	Plot knowledge is evidence; it is not the argument.
Know which scene proves which theme.	Tell the examiner everything you remember.	Select only evidence that proves the statement.
Know consequences of character choices.	Describe what happened without explaining significance.	Analysis earns more than narration.

HAMLET PLOT MEMORY SCAFFOLD

EVENT	WHAT TO REMEMBER	WHY IT MATTERS IN AN ESSAY
King Hamlet dies	Claudius becomes king and marries Gertrude.	Begins the corruption, grief and distrust.
The Ghost appears	It claims Claudius murdered King Hamlet and demands revenge.	Starts Hamlet's revenge duty and moral conflict.
Antic disposition	Hamlet chooses to appear mad.	A key example of deception/disguise and appearance vs reality.
The Mousetrap	Hamlet stages a play resembling the murder.	Performance becomes a method of testing hidden guilt.
Hamlet delays	He questions evidence, timing and morality.	Central to indecision, revenge and tragic consequence.
Polonius dies	Hamlet kills him while believing the hidden figure may be Claudius.	Hamlet's action creates further suffering and revenge.
Ophelia collapses	Grief, betrayal and her father's death contribute to her madness and death.	Links madness, gender, betrayal and consequence.
Laertes returns	He seeks immediate revenge and Claudius manipulates him.	A contrast with Hamlet's approach to revenge.
Graveyard	Hamlet reflects on mortality and decay.	Important for death, fate and acceptance.
Final duel	Poison kills Gertrude, Laertes and Hamlet; Hamlet kills Claudius.	The web of revenge, deception and corruption ends in tragedy.

THE HAMLET DECODING FORMULA: K-A-P

K-A-P	WHAT IT MEANS	WHAT THE LEARNER DOES
K – KEY WORDS	Find the central concept, theme, characters and limitations.	Underline words such as deception, conflict, betrayal, revenge, THREE characters.
A – ARGUMENT	Decide what Shakespeare suggests about the statement.	Do not simply repeat the topic. Give a judgement.
P – PROOF	Select scenes, characters, quotations and dramatic techniques.	Choose only evidence that directly supports your argument.

K-A-P = KEY WORDS - ARGUMENT - PROOF**KNOW - EXPLAIN - ANALYSE / ARGUE**

LEVEL	EXAMPLE	WHY IT IS BETTER / WORSE
KNOW	Hamlet delays because he is unsure.	Shows basic knowledge, but little analysis.
EXPLAIN	Hamlet delays because he wants certainty before acting.	Adds a reason.
ANALYSE / ARGUE	Shakespeare uses Hamlet's delay to complicate the revenge-hero archetype: his intellectual and moral reflection conflicts with the violent action demanded of him.	Connects character, theme and Shakespeare's purpose.

HAMLET THEME DECODING TABLE

THEME	CENTRAL QUESTION	KEY CHARACTERS	KEY DISCUSSION POINTS
Revenge	Is revenge justice, duty or destructive violence?	Ghost; Hamlet; Laertes; Claudius	The Ghost demands revenge; Hamlet questions it; Laertes seeks immediate revenge; revenge contributes to death and destruction.
Appearance vs Reality	What is hidden and how is truth revealed?	Claudius; Hamlet; Polonius; Rosencrantz & Guildenstern	Claudius hides murder; Hamlet performs madness; friends pretend loyalty; spying and false appearances destroy trust.
Madness	Who is pretending, who is genuinely suffering, and why?	Hamlet; Ophelia	Hamlet's madness is strategic; Ophelia genuinely loses sanity; madness creates confusion and can reveal truths.
Corruption	How does one crime affect the wider state?	Claudius; Hamlet; Polonius	Claudius's murder corrupts Denmark; authority and spying encourage dishonesty; Hamlet also

THEME	CENTRAL QUESTION	KEY CHARACTERS	KEY DISCUSSION POINTS
			uses deception to investigate.
Indecision	Why does Hamlet delay and what are the consequences?	Hamlet	He questions the Ghost, revenge and morality; the delay gives Claudius time to act and this contributes to tragedy.
Betrayal	Who betrays whom and why?	Claudius; Hamlet; Rosencrantz & Guildenstern; Polonius	Claudius betrays his brother; Gertrude's marriage hurts Hamlet; friends betray Hamlet; Polonius uses Ophelia to spy.
Power	How is authority gained, protected and abused?	Claudius; Hamlet; Laertes	Claudius kills for the throne; authority encourages manipulation; Hamlet challenges Claudius; power struggles cause death.
Gender	How are women judged, controlled or misunderstood?	Gertrude; Ophelia; Hamlet	Women's choices are controlled; Hamlet judges Gertrude and Ophelia; Ophelia obeys her father; Hamlet distrusts women.
Fate vs Free Will	How responsible are characters for their outcomes?	Hamlet; Claudius; Laertes; Fortinbras	The Ghost starts the revenge mission, but characters still choose whether to act or how to act.

SAMPLE ESSAY TOPIC – DECEPTION AND DISGUISE

‘Various characters in Hamlet use deception and disguise to achieve their goals.’
Critically discuss the statement in relation to the play. Make reference to a minimum of THREE characters.

Step 1 – Deconstruct the Question

PART OF TOPIC	DECODE IT	EXAM ACTION
Deception	Characters deliberately make others believe something false.	Find lies, spying, concealed motives and false appearances.
Disguise	A character hides a true identity, motive or intention.	Hamlet's antic disposition is the clearest example.
Achieve their goals	Ask WHY each character deceives.	Power? Investigation? Control? Protection?
Critically discuss	Judge whether deception works and what consequences it creates.	Do not merely list examples.
Minimum THREE characters	This is a limitation/scope instruction.	Your essay must meaningfully discuss at least three characters.

Step 2 – Translate the Topic into an Argument

DO NOT WRITE	STRONGER ARGUMENT
There is a lot of deception in Hamlet.	Shakespeare presents deception as both a tool for gaining power and a method of discovering truth, but the web of false appearances ultimately damage trust and contributes to tragedy.
Claudius lies, Hamlet acts mad and Polonius spies.	Claudius, Hamlet and Polonius deceive for different purposes, showing that disguise can be politically useful or strategically effective while still producing harmful consequences.

Step 3 – Choose Your Three Main Characters

CHARACTER	DECEPTION / DISGUISE	GOAL	CONSEQUENCE / ANALYSIS
Claudius	Hides his murder behind the appearance of a legitimate, caring king.	Protect his throne and political ambition.	His false public image introduces corruption; when threatened, he plots against Hamlet.
Polonius	Uses spying and manipulation, including his daughter.	Control his family, investigate Hamlet and protect his position.	His obsession with hidden information contributes to distrust and eventually places him in danger.
Hamlet	Adopts an 'antic disposition' and stages the Mousetrap.	Conceal his intentions and test Claudius's guilt.	His deception is strategically useful, but it damages relationships and creates further confusion.

PEEL METHOD – HAMLET VERSION

PEEL	QUESTION TO ASK	WHAT A STRONG ANSWER DOES
P – Point	What am I proving about this character and the topic?	Makes an argumentative statement, not a plot statement.
E – Evidence	Which scene, event, quotation or dramatic technique proves it?	Uses accurate, relevant evidence.
E – Explanation	How and why does the evidence prove the point?	Explains motive, effect, irony and consequence.
L – Link	How does this return to the essay statement?	Links directly to deception/disguise and the larger tragic consequence.

MODEL PEEL – CLAUDIUS

PEEL	MODEL
POINT	King Claudius relies on deception to conceal his corrupt nature and protect his authority.
EVIDENCE	His public behaviour presents him as a legitimate king concerned with Denmark and Hamlet, although he has secretly murdered his brother to gain the throne.
EXPLANATION	The contrast between Claudius's public appearance and private guilt demonstrates the danger of judging reality by outward behaviour. His deception allows his political ambition to survive, and he later plots against Hamlet while continuing to present himself as concerned about him.
LINK	Shakespeare therefore presents Claudius's deception as a symptom of Denmark's corruption and as a destructive method of protecting power.

MODEL PEEL – HAMLET

PEEL	MODEL
POINT	Hamlet deliberately creates a false appearance in order to investigate the truth.
EVIDENCE	He adopts an 'antic disposition' so that others will believe he is mad while he observes Claudius and those around him.
EXPLANATION	Unlike Claudius, Hamlet's deception is not primarily used to gain political power. It is strategically useful because it hides his investigation. However, it also creates uncertainty and harms his relationships with Gertrude and Ophelia.
LINK	Shakespeare creates the irony that Hamlet must use deception in order to uncover deception, showing how difficult truth is to discover in a corrupt world.

THE MOUSETRAP – WHEN APPEARANCE REVEALS REALITY

WHAT HAPPENS	WHY HAMLET DOES IT	WHAT IT PROVES	ANALYTICAL LINK
Hamlet arranges a play resembling the murder described by the Ghost.	He wants to observe Claudius's reaction and test the Ghost's accusation.	Claudius reacts strongly, strengthening Hamlet's belief in his guilt.	Theatre and performance are forms of appearance, yet Shakespeare ironically uses performance to expose hidden reality.

MODEL INTRODUCTION – DECEPTION TOPIC

Shakespeare presents appearance and reality as central problems in Hamlet's corrupt world. Characters conceal motives, present false identities and manipulate what others believe through deception and disguise. Claudius hides murder behind legitimate kingship, Polonius uses spying to gain information, while Hamlet deliberately performs madness to investigate the truth. Shakespeare suggests that deception may temporarily achieve personal goals, but it damages trust and contributes to tragic consequences.

MODEL CONCLUSION – DECEPTION TOPIC

Ultimately, appearances in Hamlet are rarely reliable. Claudius hides murder beneath kingship, Polonius uses spying and manipulation and Hamlet hides his investigation beneath performed madness. Although deception can temporarily help characters achieve their aims and can even expose truth, Shakespeare presents a world in which constant disguise destroys trust, deepens corruption and contributes significantly to the tragedy.

PRACTICE ACTIVITY 1: Essay-Conflict

'Conflict is central to the tragedy of Hamlet.' Discuss the validity of this statement by referring to at least **THREE** characters. Your essay should be **400–450** words.

Decode It

KEY WORD	WHAT IT MEANS	QUESTIONS TO ASK
Conflict	A struggle between people, duties, ideas or emotions.	Is it internal or external? What causes it?
Central	It must be shown as a major force in the tragedy.	Would the tragedy develop without these conflicts?
Tragedy	The suffering, destruction and deaths that result.	How does each conflict contribute to the ending?
At least THREE characters	You need a broad argument, not only Hamlet.	Which three characters best prove the statement?

Possible Argument Plan

BODY	CHARACTER / CONFLICT	EVIDENCE DIRECTION	LINK TO TRAGEDY
1	Hamlet – internal conflict	He struggles between revenge duty, morality, uncertainty and action.	His delay gives Claudius time to react and deepens the crisis.
2	Hamlet vs Claudius – political/personal conflict	Hamlet investigates Claudius; Claudius protects his throne and plots against Hamlet.	Their struggle drives deception, attempted murder and the final revenge.
3	Laertes – revenge conflict	Laertes returns angry after Polonius and Ophelia's deaths and is manipulated by Claudius.	His revenge plot produces the poisoned duel and final deaths.

Model Thesis/Argument – Conflict

This essay will largely agree that conflict is central to the tragedy because Shakespeare builds the play around struggles between revenge and morality, truth and deception, and competing characters seeking justice or power. Hamlet's internal conflict delays action, his external conflict with Claudius intensifies the corruption, and Laertes's desire for revenge helps bring the tragedy to its fatal conclusion.

PRACTICE ACTIVITY 2: Essay-Betrayal

'In the play Hamlet, betrayal destroys trust and contributes significantly to the tragedy.' Discuss the validity of this statement by referring to at least **THREE** characters. Your essay should be **400–450** words.

Decode It

KEY WORD	WHAT IT MEANS	WHAT TO PROVE
Betrayal	Breaking trust, loyalty or duty.	Who betrays whom?
Destroys trust	Relationships become suspicious, damaged or impossible.	How does betrayal change the victim's behaviour?
Contributes significantly	Betrayal is an important cause, but not necessarily the only cause.	Link betrayal to later choices and consequences.
Tragedy	The chain of suffering and death.	How does betrayal move the play towards destruction?

Possible Argument Plan

BODY	BETRAYAL	ANALYSIS
1	Claudius betrays King Hamlet.	Fratricide and the theft of the throne begin the corruption of Denmark and the revenge plot.
2	Rosencrantz and Guildenstern betray Hamlet.	They appear to be friends but cooperate with Claudius, confirming Hamlet's distrust of appearances.
3	Polonius uses Ophelia to spy on Hamlet.	Parental authority becomes manipulation; Ophelia is caught between obedience and her relationship with Hamlet.
Optional counterpoint	Hamlet also uses deception and hurts others.	The play shows betrayal spreading through the court rather than belonging to only one villain.

Model Thesis/Argument – Betrayal

The statement is largely valid because betrayal repeatedly destroys relationships and makes genuine trust almost impossible in Hamlet. Claudius's betrayal of his brother begins the

corruption of Denmark, Rosencrantz and Guildenstern betray Hamlet while pretending friendship, and Polonius uses Ophelia as part of his spying. Shakespeare shows that once loyalty is replaced by self-interest and deception, mistrust spreads and tragic consequences follow.

BASIC RESPONSE VS 80%+ RESPONSE

ELEMENT	BASIC	80%+ ANALYSIS
Plot	Hamlet pretends to be mad.	Hamlet's antic disposition turns false appearance into an investigative strategy, but the deception also damages his relationships.
Claudius	Claudius is a liar.	Claudius's carefully maintained public image allows private corruption to hide beneath legitimate authority.
Polonius	Polonius spies on Hamlet.	Polonius's dependence on surveillance shows how mistrust becomes normal in a corrupt court.
Mousetrap	Hamlet puts on a play.	Shakespeare uses theatre ironically: a fictional performance becomes the means through which hidden reality is exposed.
Delay	Hamlet takes too long.	Hamlet's moral and intellectual reflection complicates the expected revenge hero and gives Claudius time to protect himself.
Conclusion	Everyone dies because of lies.	The collapse of trust, combined with revenge and corrupt power, turns private deception into public tragedy.

DON'T RETELL – ANALYSE

RETELLING	ANALYSIS
The Ghost tells Hamlet Claudius killed his father.	The Ghost's accusation creates a conflict between filial duty and Hamlet's need for moral certainty.
Hamlet puts on the Mousetrap and Claudius leaves.	Shakespeare uses Claudius's reaction to performance as indirect evidence, showing that outward appearances can be tested and exposed.
Polonius hides behind the arras and Hamlet kills him.	Polonius's culture of spying has fatal consequences, while Hamlet's impulsive violence creates a new cycle of revenge through Laertes.
Laertes comes back for revenge.	Laertes acts as a foil to Hamlet: his immediate action highlights Hamlet's hesitation, yet both forms of revenge ultimately contribute to destruction.

USEFUL HAMLET ANALYTICAL SENTENCE STARTERS

PURPOSE	STARTER
Introduce argument	Shakespeare presents ____ as...
Theme link	The theme of ____ is developed when...
Evidence	This is evident when... / This can be seen in...
Explain motive	The character acts in this way because...
Analyse effect	The significance of this is that...
Dramatic technique	Shakespeare uses irony / contrast / the play-within-the-play / disguise to...
Compare characters	Unlike Hamlet, Laertes... / In contrast to Claudius...
Cause and effect	Consequently... / This allows... / This contributes to...
Critical judgement	Although ____, Shakespeare ultimately suggests...
Link	Therefore, this supports the statement because...

QUICK CHARACTER FUNCTION TABLE

CHARACTER	REMEMBER THEM AS...	USEFUL THEMES
Hamlet	The thinker / investigator / conflicted revenge figure	Revenge; indecision; appearance vs reality; madness; betrayal; fate/free will
Claudius	The corrupt king hiding guilt	Power; corruption; deception; betrayal; appearance vs reality
Ophelia	The obedient daughter genuinely destroyed by pressure and grief	Madness; gender; betrayal; obedience; tragedy
Polonius	The spy / controlling father	Deception; power; family; appearance vs reality
Laertes	The immediate revenge figure / foil to Hamlet	Revenge; conflict; manipulation; fate/free will
Rosencrantz & Guildenstern	False friends	Betrayal; deception; appearance vs reality
Gertrude	Hamlet's mother, judged through his grief and distrust	Gender; betrayal; family; appearance vs reality
Fortinbras	A contrast in action and political resolution	Action; power; fate/free will; contrast with Hamlet

FINAL 80%+ HAMLET CHECKLIST

- ✓ Did I decode the key words and limitations in the topic?
- ✓ Did I give a clear argument instead of repeating the question?
- ✓ Did I select at least the required number of characters?
- ✓ Does each body paragraph have a clear argumentative POINT?
- ✓ Did I use accurate scene/event/quotation evidence?
- ✓ Did I EXPLAIN and ANALYSE instead of retelling the plot?
- ✓ Did I discuss consequences and Shakespeare's larger message?
- ✓ Did I link every paragraph back to the exact topic?
- ✓ Did I use comparison or contrast where useful?
- ✓ Did I use dramatic techniques where they strengthen the argument?
- ✓ Does my conclusion give a final critical judgement with no new evidence?
- ✓ Is the essay 400–450 words?

The key to a strong Hamlet essay is not knowing every event. It is knowing which evidence to select and being able to explain what Shakespeare reveals through that evidence about revenge, deception, corruption, conflict, betrayal and human choice.

DRAMA: *OTHELLO* – William Shakespeare

This section will help you develop the skills needed to write a well-structured, focused and analytical literary essay on *Othello* by William Shakespeare. You will learn how to unpack a drama essay question, develop a clear argument, select relevant evidence from the play, and explain how Shakespeare uses characters, themes, conflict, dramatic techniques and language to convey meaning. As you work through the activities, focus on moving beyond retelling the plot to explaining how and why Shakespeare presents particular ideas. Use the strategies provided to prepare yourself to write a confident, well-supported response in the NSC examination.

THE ESSAY TOPIC

‘Shakespeare depicts how the more deplorable qualities of human nature can destroy lives.’ Critically discuss the statement in an essay of 400–450 words.

THE ESSAY GOLDEN RULE

STEP	WHAT YOU DO	CHEAT CODE
1	Read the topic and circle the instruction words.	WHAT must I prove?
2	Underline and decode the key words.	WHAT do the words mean?
3	Decide your position on the statement.	WHAT is my verdict?
4	Choose characters and events that prove the argument.	WHO proves it?
5	Plan each body paragraph with PEEL.	Point - Evidence - Explain - Link
6	Analyse consequences instead of retelling the plot.	WHY does it matter?
7	Link every paragraph to destructive human qualities.	SO WHAT?
8	Conclude with a final judgement and no new evidence.	RETURN - VERDICT

DECODE THE TOPIC

KEY WORD / PHRASE	WHAT IT REALLY MEANS	WHAT TO LOOK FOR
Shakespeare depicts	What does Shakespeare show the audience through the play?	Character choices, actions, consequences and the message behind them.
Deplorable qualities	Negative or morally unacceptable human characteristics.	Jealousy, dishonesty, manipulation, prejudice, insecurity, selfishness, revenge and betrayal.
Human nature	Qualities and behaviours that people are capable of displaying.	Ordinary emotions or weaknesses become destructive.
Can destroy lives	The consequences of these negative qualities.	Broken relationships, loss of judgement, manipulation, violence and death.

KEY WORD / PHRASE	WHAT IT REALLY MEANS	WHAT TO LOOK FOR
Critically discuss	Do not merely agree or retell the story.	Show HOW, WHY and TO WHAT EXTENT the statement is true.

WHAT IS THE EXAMINER REALLY ASKING?

THE QUESTION LOOKS LIKE...	BUT IT REALLY ASKS...
Which bad qualities appear in Othello?	How do negative human qualities cause characters to make destructive choices?
Who dies in the play?	How do jealousy, manipulation, obsession and dishonesty CREATE those consequences?
Tell me about Iago, Othello and Roderigo.	Use these characters as EVIDENCE for Shakespeare's message about human nature.
Do you agree with the statement?	Give a judgement and PROVE it through analysis.

THE BIG ARGUMENT

MAIN THESIS: Shakespeare shows that destructive human qualities such as jealousy, manipulation, dishonesty, revenge, betrayal, insecurity and obsession can corrupt judgement, damage relationships and ultimately destroy both the person who possesses them and innocent people around them.

CHARACTER DECODING TABLE

CHARACTER	DESTRUCTIVE QUALITY	WHAT THEY DO	CONSEQUENCE	LINK TO TOPIC
Iago	Jealousy, dishonesty, manipulation, selfishness and revenge	He manipulates Othello, Roderigo and others, creates suspicion about Desdemona and Cassio, and builds false evidence.	His schemes contribute to the deaths of Desdemona, Roderigo, Emilia and Othello.	Shakespeare shows that one person's calculated moral corruption can spread suffering to many others.
Othello	Jealousy and insecurity	He allows Iago's accusations to overpower his trust in Desdemona and becomes	He murders Desdemona, discovers the truth and then kills himself.	Jealousy and insecurity can distort rational judgement and destroy both love and the individual.

CHARACTER	DESTRUCTIVE QUALITY	WHAT THEY DO	CONSEQUENCE	LINK TO TOPIC
		convinced she is unfaithful.		
Roderigo	Obsession, desperation and weak judgement	He gives Iago money and possessions, trusts his promises and agrees to attack Cassio.	Iago exploits him and eventually murders him when he is no longer useful.	Obsession and poor judgement make a person vulnerable to manipulation and self-destruction.

CAUSE - EFFECT - DESTRUCTION

CAUSE / QUALITY	CHARACTER ACTION	IMMEDIATE EFFECT	FINAL DESTRUCTION
Iago's jealousy and revenge	He chooses deception instead of accepting Cassio's promotion.	Othello begins to distrust Desdemona and other characters are drawn into Iago's schemes.	Multiple deaths and the collapse of relationships.
Othello's insecurity	He believes Iago instead of trusting Desdemona.	Jealousy replaces love and rational judgement.	Desdemona is murdered and Othello commits suicide.
Roderigo's obsession	He keeps following Iago's advice in the hope of winning Desdemona.	He loses independence and becomes a tool in Iago's plan.	He attacks Cassio and is killed by Iago.

PEEL – YOUR BODY PARAGRAPH FORMULA

PEEL	QUESTION TO ASK	EASY FORMULA
P – Point	What quality and character am I discussing?	Make the argument.
E – Evidence	What quotation or specific event proves it?	Give the proof.
E – Explain	How and why does the evidence prove the point? What are the consequences?	Explain WHY it matters.
L – Link	How does this connect to deplorable human qualities destroying lives?	Return to the topic.

EASY MEMORY FORMULA: POINT - PROOF - WHY? - LINK**INTRODUCTION – DECODED**

THE INTRODUCTION MUST...	WHAT TO INCLUDE
Name the text and playwright	William Shakespeare's <i>Othello</i> .
Answer the topic immediately	State that negative human qualities have destructive consequences.
Identify your main qualities	Manipulation/deceit; jealousy/insecurity; obsession/weak judgement.
Name the characters	Iago, Othello and Roderigo.
Give a clear argument	Explain that these qualities cloud judgement, encourage immoral actions and lead to destruction.

Model Introduction

In *Othello*, Shakespeare explores the destructive side of human nature and demonstrates how negative qualities can have devastating consequences. Iago's deceit and manipulation, Othello's jealousy and insecurity, and Roderigo's obsession and weak judgement all contribute to the tragedy. Through these characters, Shakespeare shows that destructive emotions can cloud judgement, encourage immoral actions and ultimately destroy lives.

BODY PARAGRAPH 1 – IAGO

PEEL	MODEL CONTENT
POINT	Iago represents some of the most deplorable qualities of human nature, particularly jealousy, dishonesty and manipulation.
EVIDENCE	He is jealous after Cassio's promotion, declares 'I hate the Moor', and deliberately manipulates Othello into believing that Desdemona is unfaithful.
EXPLANATION	Rather than dealing honestly with his resentment, Iago chooses revenge and deception. He exploits the weaknesses of others and creates suspicion, showing a lack of morality and compassion. His lies spread beyond his personal hatred and contribute to several deaths.
LINK	Shakespeare therefore uses Iago to demonstrate how jealousy, selfishness and dishonesty can corrupt an individual and cause destruction in the lives of others.

Model PEEL Paragraph – Iago

Iago represents some of the most deplorable qualities of human nature, particularly jealousy, dishonesty and manipulation. His jealousy develops after Othello promotes Cassio instead of him, causing him to declare, 'I hate the Moor.' Rather than accept the decision, Iago chooses to destroy Othello through deception. He manipulates Othello into believing that Desdemona is unfaithful and carefully creates evidence to support his lies. Iago's ability to exploit the weaknesses of others demonstrates his lack of morality and compassion. His actions have

consequences far beyond his personal hatred, as his lies contribute to the deaths of Desdemona, Roderigo, Emilia and Othello. Shakespeare therefore uses Iago to demonstrate how jealousy, selfishness and dishonesty can corrupt an individual and destroy the lives of others.

BODY PARAGRAPH 2 – OTHELLO

PEEL	MODEL CONTENT
POINT	Othello's insecurity and jealousy allow Iago's manipulation to destroy him.
EVIDENCE	Iago warns him about jealousy, calling it 'the green-eyed monster', yet Othello becomes consumed by the very emotion he is warned against.
EXPLANATION	Othello begins as confident and respected, but insecurity about Desdemona's love makes him vulnerable. He stops trusting his wife and allows jealousy to transform him into a violent man who believes murder is justified.
LINK	Shakespeare shows that destructive emotions can distort rational judgement and ultimately destroy both the individual and the people they love.

Model PEEL Paragraph – Othello

Othello's insecurity and jealousy demonstrate how destructive emotions can cause a person to lose rational judgement and ultimately destroy himself. Iago warns Othello about jealousy, calling it 'the green-eyed monster', but ironically Othello becomes consumed by this emotion. Although he initially loves and trusts Desdemona, his insecurity allows Iago's accusations to influence him. His jealousy becomes so extreme that he decides Desdemona must die. Once Iago's deception is exposed, Othello realises that he has murdered an innocent woman. His guilt and despair lead to his suicide. Shakespeare therefore demonstrates that jealousy and insecurity can distort judgement and become destructive forces.

BODY PARAGRAPH 3 – RODERIGO

PEEL	MODEL CONTENT
POINT	Roderigo's obsessive love for Desdemona and weak judgement make him vulnerable to Iago's manipulation.
EVIDENCE	He repeatedly gives Iago money and possessions and declares, 'It is stillness to live when to live is torment.'
EXPLANATION	His obsession prevents rational thinking. Iago recognises the weakness, exploits it and persuades Roderigo to attack Cassio. Roderigo surrenders his independence to someone who is using him.
LINK	Shakespeare demonstrates that obsession, desperation and poor judgement can make individuals easy to manipulate and ultimately contribute to their destruction.

Model PEEL Paragraph – Roderigo

Roderigo demonstrates how obsession and weak judgement can make a person vulnerable to manipulation and ultimately lead to destruction. He is so obsessed with Desdemona that he gives Iago money and possessions in the hope that Iago will help him win her love. His desperation is clear when he declares, 'It is stillness to live when to live is torment.' Instead of accepting Desdemona's choice, Roderigo allows his emotions to control his decisions. Iago recognises this weakness and repeatedly deceives him, eventually persuading him to attack Cassio. When Roderigo is no longer useful, Iago murders him. Shakespeare therefore shows that obsessive love, desperation and poor judgement can cause individuals to surrender their independence and become victims of those who exploit them.

CONCLUSION – DECODED

THE CONCLUSION MUST...	HOW TO DO IT
Restate the argument	Return to the idea that deplorable qualities have devastating consequences.
Mention the three character arguments	Iago = manipulation, Othello = jealousy, Roderigo = obsession.
Give a final critical judgement	State what Shakespeare ultimately warns us about human nature.
Do not provide new evidence	Do not introduce another character, event or quotation.

Model Conclusion

Ultimately, Shakespeare demonstrates that the deplorable qualities of human nature can have devastating consequences. Iago's jealousy, manipulation and dishonesty create the tragedy, while Othello's insecurity and jealousy cause him to believe lies and destroy the woman he loves. Roderigo's obsession and weak judgement make him vulnerable to Iago and eventually lead to his death. Through these characters, Shakespeare warns that when negative emotions control human behaviour, they can destroy both individuals and those around them.

BASIC RESPONSE VS 80%+ RESPONSE

ELEMENT	BASIC / PLOT-BASED	STRONGER / A-GRADE
Point	Iago is a bad person.	Iago embodies jealousy, dishonesty and calculated manipulation.
Evidence	Iago lies to Othello.	Iago deliberately creates suspicion about Desdemona and Cassio to exploit Othello's insecurity.
Explanation	This makes Othello jealous.	By weaponising Othello's insecurity, Iago transforms private resentment into a destructive chain of consequences.
Character discussion	Othello kills Desdemona.	Othello's jealousy overwhelms rational judgement, showing how destructive emotion can corrupt love into violence.
Author's purpose	This is what happens in the play.	Through the tragedy, Shakespeare warns that uncontrolled negative qualities can destroy both the individual and innocent people around them.
Link	Then the next thing happens...	Therefore, the character's choice directly proves the topic's claim about destructive human nature.

DON'T RETELL THE PLOT – ANALYSE IT

PLOT RETELLING	ANALYSIS
Iago tells Othello that Desdemona is cheating.	Iago exploits Othello's insecurity through calculated deception, showing how manipulation can corrupt another person's judgement.
Othello becomes jealous and kills Desdemona.	Othello allows jealousy to overpower trust and reason, transforming a loving husband into the agent of Desdemona's destruction.
Roderigo gives Iago money and attacks Cassio.	Roderigo's obsession destroys his independence and makes him vulnerable to exploitation.
Iago kills Roderigo.	Roderigo's dependence on Iago becomes fatal once he is no longer useful to the manipulator.

USEFUL ANALYTICAL SENTENCE STARTERS

PURPOSE	SENTENCE STARTER
Point	Shakespeare presents ___ as a character whose...
Evidence	This is evident when... / This can be seen when...
Explain quality	This reveals ___'s jealousy/insecurity/manipulation because...

PURPOSE	SENTENCE STARTER
Cause and effect	Consequently... / As a result... / This ultimately leads to...
Analysis	The significance of this is that...
Irony	Ironically...
Contrast	However... / In contrast... / Conversely...
Author's message	Through this character, Shakespeare demonstrates/warns that...
Link	Therefore, this proves that the deplorable quality of ____ can...

QUICK CHARACTER MEMORY TABLE

CHARACTER	REMEMBER THEM AS...	QUALITY	RESULT
IAGO	THE MANIPULATOR	Jealousy dishonesty revenge	He creates the destructive chain of events.
OTHELLO	THE VICTIM OF JEALOUSY	Insecurity jealousy	He loses judgement, kills Desdemona and destroys himself.
RODERIGO	THE VICTIM OF OBSESSION	Obsession desperation weak judgement	He becomes easy to manipulate and is eventually killed.

THEMES YOU CAN LINK TO THE ESSAY

THEME	HOW IT CONNECTS
Jealousy	Iago's resentment and Othello's jealousy both produce destructive choices.
Appearance vs reality	Iago appears trustworthy while secretly manipulating others.
Manipulation	Iago studies weaknesses and uses them to control other characters.
Love and obsession	Healthy love is corrupted when it becomes possessive, jealous or obsessive.
Trust and betrayal	Othello trusts Iago and distrusts Desdemona, with tragic consequences.
Insecurity	Othello's vulnerability allows Iago's suggestions to take hold.
Revenge	Iago chooses retaliation rather than honest acceptance of his resentment.

FINAL ESSAY CHECKLIST

- ✓ Did I answer the exact statement about deplorable qualities of human nature?
- ✓ Did I give a clear argument rather than merely saying 'I agree'?
- ✓ Did I discuss Iago, Othello and Roderigo?
- ✓ Does every body paragraph follow PEEL?
- ✓ Did I use a quotation or accurate specific event as evidence?
- ✓ Did I explain HOW and WHY the evidence proves my point?
- ✓ Did I explain consequences instead of simply telling the story?
- ✓ Did I link every paragraph back to the topic?
- ✓ Did I show what Shakespeare is saying about human nature?
- ✓ Did I use logical connectives such as however, therefore, consequently and ultimately?
- ✓ Is my essay between 400 and 450 words?
- ✓ Does my conclusion contain a final judgement and no new evidence?

The key to a strong Othello essay is not how much of the plot you can remember. It is how clearly you explain what Shakespeare reveals about human nature through the characters and the consequences of their choices.

DRAMA: OTHELLO - WILLIAM SHAKSPEARE – ACTIVITY 1

The search for justice and revenge has devastating consequences in the play *Othello*.

Discuss this statement with close reference to Iago, Othello and Emilia.

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

DRAMA: OTHELLO - WILLIAM SHAKSPEARE – ACTIVITY 2

In the play *Othello*, love and friendship are vulnerable to both internal and external forces.

Critically assess the validity of the above statement.

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

THE CRUCIBLE – Arthur Miller

This section will help you develop the skills needed to write a well-structured, focused and analytical literature essay on *The Crucible* by Arthur Miller. You will learn how to unpack a drama essay question, develop a clear argument, select relevant evidence from the play, and explain how Miller uses characters, themes, conflict, dramatic techniques and language to convey meaning. As you work through the activities, focus on moving beyond retelling the plot to explaining how and why Miller presents particular ideas. Use the strategies provided to prepare yourself to write a confident, well-supported response in the NSC examination.

THE ESSAY GOLDEN RULE

STEP	WHAT YOU DO	CHEAT CODE
1	Read the topic and circle the instruction.	WHAT must I prove?
2	Underline the key words and define them.	WHAT do the words mean?
3	Choose your position: fully agree, partly agree or disagree.	WHAT is my verdict?
4	Choose characters/events that prove your verdict.	WHO/WHAT proves it?
5	Plan body paragraphs using PEEL.	Point - Evidence - Explain - Link
6	Link every paragraph back to the topic.	SO WHAT?
7	Conclude with a final verdict; add no new evidence.	PROVE - RETURN - VERDICT

DECODE THE INSTRUCTION WORDS

QUESTION WORDING	WHAT IT REALLY MEANS	WHAT THE LEARNER MUST DO
Critically discuss	Evaluate the statement instead of merely retelling the story.	Take a position, test the statement using evidence and explain your judgement.
To what extent / extent to which	Decide how far the statement is true.	State: fully agree, mostly agree, partly agree or disagree, then prove it.
Well-constructed essay	Your argument must have a logical introduction, developed body paragraphs and conclusion.	Use paragraphs, connectives and a clear line of argument.
400–450 words	You need enough development, but must remain controlled.	Plan roughly 5 paragraphs: introduction, 3 body paragraphs, conclusion.

TOPIC 1 – CHARACTER, MORALITY AND REDEMPTION

TOPIC: In *The Crucible*, a character's moral choices determine whether they are seen as dishonourable or redeemable. Critically discuss the extent to which you agree with this statement.

Decode the Key Words

KEY WORD	PLAIN ENGLISH	USEFUL SYNONYMS / LINK WORDS
Moral choices	Decisions between right and wrong.	ethical choices, principled decisions, moral judgements, conscientious choices
Dishonourable	A character becomes shameful/selfish because of their choices.	Shameful, disgraceful, disreputable, selfish, morally corrupt
Redeemable	A flawed character can regain integrity or goodness.	Redeemed, repentant, morally restored, positive change, saved integrity
Critically discuss the extent	Judge how true the statement is and prove your view.	fully agree, largely agree, however, in contrast, ultimately

What Is the Examiner REALLY Asking?

SURFACE QUESTION	DECODED QUESTION
Do moral choices determine whether characters are dishonourable or redeemable?	When characters are under pressure in Salem, do their choices reveal whether they become morally corrupt or regain their integrity?
What must you avoid?	Do not write three character biographies or simply retell what happens.
What must you prove?	Show the link: CHOICE - MORAL MEANING - CONSEQUENCE - DISHONOUR/REDEMPTION.

Recommended Argument Plan

PARAGRAPH	CHARACTER	MAIN ARGUMENT	BEST EVIDENCE FROM THE SUPPLIED GUIDE
Introduction	—	Moral choices, especially under pressure, reveal whether a character chooses selfishness/deceit or integrity/truth.	Name Abigail, Hale and Proctor and state your verdict.
Body 1	Abigail Williams	Her repeated selfish choices make her dishonourable.	She blames Tituba, accuses innocent villagers and targets Elizabeth.
Body 2	Reverend Hale	He changes after recognising that his earlier choices	He first supports the trials, then denounces the court

PARAGRAPH	CHARACTER	MAIN ARGUMENT	BEST EVIDENCE FROM THE SUPPLIED GUIDE
		helped cause innocent deaths.	and tries to save the accused.
Body 3	John Proctor	His final moral choice allows him to redeem himself.	He tears up the confession and chooses his name/integrity over survival.
Conclusion	—	Return to the verdict: choices, not reputation or circumstances alone, define moral worth.	No new evidence.

PEEL – Decode Every Body Paragraph

PEEL	QUESTION TO ASK YOURSELF	TOPIC 1 EXAMPLE
P – Point	What am I proving in this paragraph?	Abigail's selfish moral choices make her dishonourable.
E – Evidence	What event/short quotation proves this?	She protects herself by accusing Tituba and innocent villagers.
E – Explanation	WHY does this evidence prove my point?	She chooses manipulation and self-preservation over truth, placing others in danger.
L – Link	How does this prove the essay topic?	Her deliberate unethical choices make her morally disreputable.

Basic vs A-Grade Writing

ELEMENT	BASIC RESPONSE	STRONGER / A-GRADE RESPONSE
Vocabulary	Abigail made bad choices.	Abigail weaponises Salem's fear for personal power.
Evidence	Drops a quotation as a separate sentence.	Embeds a short quotation naturally into the analysis.
Analysis	Explains what happened.	Explains why the action matters morally and how it proves the topic.
Author awareness	Treats characters as real people only.	Shows that Miller uses the character/action to communicate an idea about society or human nature.
Connectives	Ideas feel separate.	Uses therefore, consequently, however, in contrast, furthermore and ultimately to show logic.

Model Introduction – Topic 1

In Arthur Miller's *The Crucible*, moral choices reveal a character's true worth when fear and hysteria place them under pressure. Those who protect themselves through deceit become dishonourable, while characters who eventually choose truth and integrity can achieve redemption. This is clearly shown through the contrasting moral journeys of Abigail Williams, Reverend Hale and John Proctor.

Model PEEL Paragraph – John Proctor

PART	MODEL
POINT	John Proctor begins as a flawed man, but his final moral choice allows him to achieve redemption.
EVIDENCE	He initially hides his affair. However, later he signs a false confession (to dealing with the devil), he ultimately tears up the confession rather than allow the court to use his name dishonestly.
EXPLANATION	This choice shows that Proctor finally values truth and integrity above physical survival. He accepts the consequences of his past actions instead of continuing to live through a lie.
LINK	By choosing moral integrity over self-preservation, Proctor proves that an individual can redeem himself through a courageous ethical choice.

Model Conclusion – Topic 1

In conclusion, Miller shows that moral choices strongly determine how the characters are judged. Abigail repeatedly chooses deception and self-interest, leaving her dishonourable, while Hale attempts to correct his mistakes and Proctor finally chooses truth over survival. Their contrasting decisions demonstrate that redemption or dishonour is shaped by what individuals choose to do when their integrity is tested.

TOPIC 2 – DECEPTION AND THE ABUSE OF POWER

TOPIC: In *The Crucible*, deception and the abuse of power contribute significantly to the corruption and destruction of Salem. Critically discuss the extent to which you agree with this statement.

KEY IDEA	DECODED MEANING	WHAT TO LOOK FOR IN THE PLAY
Deception	Lies, false accusations, concealment and manipulation.	Who lies? Why? Who is harmed?
Abuse of power	Authority used unfairly, selfishly or without proper judgement.	Who has power? How is it misused?
Corruption	The breakdown of justice, truth and moral judgement.	How do lies/power damage the court and community?
Destruction of Salem	Deaths, broken relationships, fear, mistrust and social collapse.	What are the consequences?

The Chain of Argument

CAUSE	ACTION	EFFECT	LINK TO TOPIC
Abigail's deception	False accusations and manipulation spread.	Innocent people become suspects and fear grows.	Deception helps corrupt Salem.
The girls' accusations	Pretence is treated as evidence.	The court rewards accusation instead of truth.	Lies gain institutional power.
Court authority	Officials refuse to admit errors and continue prosecutions.	Justice becomes rigid and innocent lives are endangered.	Power is abused rather than used to protect Salem.
Fear + reputation	People hide truths or accuse others.	Trust breaks down across the community.	Salem is socially and morally destroyed.

Model Thesis – Topic 2

It is largely agreed that deception and the abuse of power drive Salem towards destruction. Abigail and the girls create the crisis through lies, but the damage becomes far greater when the court gives those lies authority and refuses to question its own judgement. Miller therefore shows that deception becomes especially dangerous when powerful institutions reward and protect it.

Suggested Body Paragraph Plan – Topic 2

BODY	FOCUS	PEEL POINT
1	Abigail / the girls	Personal deception begins and expands the witchcraft hysteria.
2	Danforth / the court	Institutional power punishes the accused and refuses corrective action.
3	Consequences for Salem	The combination of lies and abused authority destroys trust, relationships and innocent lives.

Model Conclusion – Topic 2

Ultimately, Salem is not destroyed by deception alone. The lies become catastrophic because people in authority accept them, protect their reputations and use their power without sufficient moral judgement. Miller shows that when deception and unchecked authority reinforce one another, justice collapses and an entire community can be corrupted.

TOPIC 3 – REPUTATION VS HONESTY AND INTEGRITY

TOPIC: In *The Crucible*, the desire to protect one's reputation often prevents characters from acting with honesty and integrity. Critically discuss the extent to which you agree with this statement.

KEY WORD	PLAIN ENGLISH	DECODE QUESTION
Reputation	How other people see you; your public name/status.	What are characters afraid others will think of them?
Honesty	Telling the truth and refusing deception.	When do characters hide or reveal the truth?
Integrity	Acting according to moral principles even when it costs you.	Who eventually chooses conscience over reputation/survival?
Often prevents	The statement is not necessarily absolute.	You may agree largely while showing exceptions or character development.

Character Comparison Table

CHARACTER	REPUTATION PRESSURE	CHOICE / ACTION	WHAT IT PROVES
John Proctor	His affair threatens his good name.	He initially hesitates to expose the truth, but later sacrifices his life/reputation and finally refuses a false confession.	His development shows a movement from reputation-consciousness to integrity.
Reverend Parris	He fears losing authority and standing in Salem.	He focuses strongly on threats to his position and the consequences of scandal.	Concern for reputation can distort moral judgement.
Abigail Williams	She wants to avoid punishment and protect herself.	She lies and redirects blame onto others.	Self-protection destroys honesty and harms innocent people.
Reverend Hale	His expert status initially gives him confidence.	He later admits that the court is wrong and opposes it.	Integrity can require admitting that one's earlier judgement was mistaken.

Model Thesis – Topic 3

It is largely agreeable that the desire to protect reputation prevents several characters from acting honestly. In Salem, public status is closely connected to moral and religious respectability, so characters often fear shame more than they value truth. However, Miller also shows through Proctor and Hale that integrity becomes possible when individuals finally accept the personal cost of honesty.

Suggested Body Paragraph Plan – Topic 3

BODY	FOCUS	MAIN LINK
1	Proctor's initial silence	Fear of damaging his name delays the truth and allows the hysteria to grow.
2	Parris / Abigail	Self-protection and public image encourage dishonesty and manipulation.

BODY	FOCUS	MAIN LINK
3	Proctor and Hale's development	They eventually show that integrity requires accepting consequences and rejecting false appearances.

Model Conclusion – Topic 3

In conclusion, reputation frequently becomes an obstacle to honesty in *The Crucible* because Salem judges people harshly and publicly. Proctor, Parris and Abigail all demonstrate the destructive pressure of protecting one's name or position. Yet Proctor's final choice and Hale's change of heart show that true integrity begins when a person values moral truth above public approval.

UNIVERSAL THE CRUCIBLE ESSAY TOOLKIT

Character Study Table

CHARACTER	STRENGTHS	WEAKNESSES	DEVELOPMENT	THEMES TO LINK
John Proctor	Independent, capable of honesty, values his name/integrity.	Adulter, guilt, initial hesitation to expose the truth.	Moves from guilt and secrecy towards moral courage and redemption.	Integrity, reputation, guilt, redemption, truth.
Abigail Williams	Determined, persuasive, understands others' fears.	Manipulative, deceptive, selfish, destructive.	Becomes increasingly powerful through accusation; shows little moral reflection.	Deception, power, revenge, hysteria.
Reverend Hale	Educated, eventually self-critical, compassionate.	Initially overconfident in his expertise and the court.	Moves from supporter of the trials to critic trying to save lives.	Authority, guilt, redemption, conscience.
Reverend Parris	Concerned with his position and household.	Self-interested, reputation-conscious, defensive.	His fear for loss of status contributes to poor judgement.	Reputation, authority, self-preservation.

Cause-and-Effect Study Table

EVENT / CHOICE	WHY?	CONSEQUENCE	BIG THEME
Abigail accuses others	To protect herself and gain control.	The accusations spread and innocent people are endangered.	Deception / hysteria / power
Proctor delays exposing Abigail	He fears the consequences of revealing the affair.	The court gains more confidence in the girls' claims.	Reputation / honesty

EVENT / CHOICE	WHY?	CONSEQUENCE	BIG THEME
Hale supports the trials	He trusts his expertise and the court.	His authority helps legitimise the proceedings.	Authority / responsibility
Hale rejects the court	He recognises the injustice and consequences.	He tries to save the condemned.	Guilt / redemption
Proctor tears up his confession	He refuses to sacrifice his integrity and name to a lie.	He chooses death but regains moral self-respect.	Integrity / redemption

Useful Analytical Sentence Starters

PURPOSE	STARTER
Make a point	Miller presents _____ as a character who...
Introduce evidence	This is evident when... / This can be seen when...
Explain	This shows that... / This illustrates... / This reveals...
Analyse morality	The significance of this choice is that...
Cause and effect	Consequently... / As a result... / Therefore...
Contrast	However... / In contrast... / Conversely...
Author's purpose	Through this, Miller suggests/warns/criticises...
Link to topic	Therefore, this decision demonstrates that...

Final 80%+ Checklist

- ✓ Have I answered the exact topic instead of retelling the plot?
- ✓ Did I state a clear verdict in my introduction?
- ✓ Does every body paragraph have a clear POINT?
- ✓ Did I use accurate events or short embedded evidence?
- ✓ Did I explain WHY the evidence proves my argument?
- ✓ Did I link each paragraph to the key words in the topic?
- ✓ Did I use strong connectives to show contrast, cause and consequence?
- ✓ Did I mention Miller's purpose where appropriate?
- ✓ Does my conclusion give a final verdict without introducing new evidence?
- ✓ Is my essay within 400–450 words?

7. THE ONE-LINE MEMORY FORMULA:

DECODE - VERDICT - PLAN - PEEL - ANALYSE - LINK - CONCLUDE

If you can explain what the topic means, decide what you believe, select the best character evidence and explain the moral/theme significance of each choice, you are no longer memorising an essay - you are learning how to BUILD one.

SECTION C – PAPER 3

INTRODUCTION

The purpose of this section of the guide is to prepare you for the unfamiliar transactional text types, not only to practise what you already know.

Do not memorise the text examples given in this booklet. You must be able to respond confidently in your writing and adapt your response when the examination question changes.

You must learn:

- the format;
- the purpose;
- the appropriate tone;
- the structural conventions;
- useful language patterns;
- and how to adapt these to different scenarios.



PACT

The 4 Key Questions Every Writer Must Ask!



P	<p>PURPOSE</p> <p>Why am I writing this?</p> 	<p>Think about your goal. What do you want to achieve?</p> <ul style="list-style-type: none"> • To inform • To persuade • To explain • To entertain • To request / complain / advise, etc. 	<p>EXAMPLE</p> <p>I am writing to complain about poor service.</p>
A	<p>AUDIENCE</p> <p>Who am I writing to/for?</p> 	<p>Think about the people who will read your writing. What do they know? What do they expect?</p> <ul style="list-style-type: none"> • Age, background, role • Relationship to you • What will interest or concern them? 	<p>EXAMPLE</p> <p>I am writing to the manager of a store.</p>
C	<p>CONTEXT</p> <p>What situation has led to this text being written?</p> 	<p>Think about the circumstances and background. What happened? Where? When? Why?</p> <ul style="list-style-type: none"> • What is the issue or event? • What details are important? • What are the limitations or expectations? 	<p>EXAMPLE</p> <p>I bought a product that is faulty and need a refund.</p>
T	<p>TONE</p> <p>How should I speak to my audience?</p> 	<p>Think about your attitude and word choice. How will your audience respond best?</p> <ul style="list-style-type: none"> • Formal or informal? • Respectful, friendly, urgent, serious? • Polite, confident, empathetic? 	<p>EXAMPLE</p> <p>I should be polite, respectful and clear in my letter.</p>



GOOD WRITING → starts with thinking! Use **PACT** to plan, write with purpose and make an impact.



CURRICULUM VITAE (CV) AND COVERING LETTER

WHAT IS A CURRICULUM VITAE (CV)?

A **curriculum vitae** is a document sent to businesses when **applying for a job**. It contains your **personal details**, details of your education, **qualifications**, **work experience** and **achievements**.

Remember, a CV must address the post for which you seek employment. For example, when you apply for a sports-related post, you will present a CV which speaks more about your prowess in sports than in the academic field.

WHAT IS A COVERING LETTER?

A **covering letter** is a letter sent with your CV. It introduces you to the employer and highlights your strengths. It explains why you want the job and why you would be the most suitable candidate for the position.

TOPIC

TJ's Internet Café – Holiday Job Opportunity

Position: Holiday Shop Assistant

TJ's Internet Café requires enthusiastic and reliable individuals to assist during the upcoming holiday period.

Requirements:

- Knowledge of software applications, internet use, printing and customer support
- Good communication skills and a friendly attitude
- Ability to handle cash confidently

Duties include:

- Assisting customers with computer use and internet navigation
- Maintaining equipment and ensuring a clean environment
- Handling cash transactions accurately
- Delivering excellent customer service

Applications:

Submit your Curriculum Vitae (CV) and a covering letter stating your suitability for the position.

[25]

Let us have a look at the features of this type of text.

CURRICULUM VITAE

Purpose	To present the applicant's personal details, education, qualifications and experience in a structured format so that an employer can quickly assess suitability.
Audience	Potential employers or recruiters who need factual, concise information about the applicant.
Context	A formal document submitted when applying for a job , internship or bursary. It accompanies a covering letter.
Tone	Formal, factual, and professional. NO PERSUASIVE LANGUAGE; only clear, accurate details.

COVERING LETTER

Purpose	To introduce the applicant, explain why they are applying , highlight key qualifications and experience and persuade the employer to consider the CV.
Audience	The employer or hiring manager who will decide whether to interview the applicant.
Context	A formal letter that accompanies the CV when applying for a job . It provides context and motivation beyond the CV's factual details.
Tone	Formal, polite and persuasive. Respectful language that shows enthusiasm and confidence without being casual or overly emotional.

CURRICULUM VITAE

CURRICULUM VITAE OF SILVIA ROSE BRAUNS

Heading: shows whose CV this is

PERSONAL INFORMATION

Personal Information: provides basic details (name, contact, birth date, etc.) so employers can reach the applicant.

Surname and Full Names: Brauns, Silvia Rose

Date of Birth: 15 March 2004

Identity Number: 040315 1459 08 2

Address: 45 Oak Street, Greenfield,
4001

Contact Numbers: 031 301 2589 / 078-912-3456

Gender: Female

Marital Status: Single

Dependants: None

Religion: Christian

Nationality: South African

Driver's Licence: Code 8

Criminal Record: None

FORMAL QUALIFICATIONS

Formal Qualifications: shows school-level education and certificates achieved.

Secondary education

Institution: Thembelani Combined School

Qualification: National Senior Certificate

Year of completion: 2022

TERTIARY EDUCATION

Tertiary Education: lists higher education studies, diplomas, or degrees.

Institution: Technikon of Zululand

Qualification: Diploma in Information
Technology

Year of completion: 2025

<p>WORK EXPERIENCE</p> <p>Employer: Joe's Gaming and Internet Café</p> <p>Employment period: 03 March 2023 to present</p> <p>Position: Shop Assistant</p> <p>REFEREES</p> <p>Mr L. Bones (Owner) 031 321 1597</p> <p>Mrs G. Abrahams (Manager) 031 321 1596</p>	<p>Work Experience: highlights previous jobs, roles and responsibilities to demonstrate skills and experience. (<i>The applicant should highlight experience related to the job criteria in the advert.</i>)</p> <p>Referees: provides contact details of people who can confirm the applicant's abilities and character.</p>
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COVERING LETTER

45 Oak Street
Greenfield
4001

13 August 2026

The Manager
TJ's Internet Café
Durban
4001

Dear Sir/Madam

APPLICATION FOR A HOLIDAY POSITION

I am writing to apply for the holiday position of Shop Assistant at TJ's Internet Café.

I matriculated from Thembelani Combined School in 2022 with three distinctions, including Computer Applications Technology. I have since completed a Diploma in Information Technology at the Technikon of Zululand, which strengthened my skills in software applications, internet navigation, networking, printing, and customer support.

I also have practical experience as a Shop Assistant at Joe's Gaming and Internet Café, where I assisted customers, handled cash, maintained equipment, and ensured a welcoming environment. I am reliable, friendly, and hold a Code 8 driver's licence, making me well suited to this role.

I am enthusiastic about the opportunity to join TJ's Internet Café as a Holiday Shop Assistant and am available throughout the forthcoming holiday period for work and interviews at your convenience. I kindly invite you to review my attached curriculum vitae and covering letter, and I look forward to the possibility of contributing to your team.

Write YOUR **address** and the **DATE**.

Write THE **RECIPIENT'S address**.

Greeting

Subject line. Capital letters or underline.

State the purpose of the letter. **DO NOT GREET.**

First body paragraph: it covers your educational achievements. It should highlight any achievements that relate specifically to the topic.

Second body paragraph: it covers work experience and other achievements or attributes that make the candidate suitable for the job

Concluding paragraph: it should restate interest, leave a positive impression and politely encourage the employer to read your CV.

<p>Yours faithfully</p> <p><u><i>S. R. Brauns</i></u></p> <p>Silvia Rose Brauns</p> <p>078 912 3456</p> <p>silvia.b@yahoo.com</p>	<p>Closing salutation:</p> <p>‘Yours faithfully’ - if you used ‘Sir/Madam’.</p> <p>‘Yours sincerely’ - if you used the recipient’s name.</p> <p>Lastly, ensure that you add your signature to the letter.</p>
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EXAMINATION TIPS

CURRICULUM VITAE

DO

- Use clear headings (Personal Information, Education, Work Experience, Referees).
- Present information in chronological order (most recent first).
- Keep details factual, accurate and concise.
- Include relevant achievements (e.g. distinctions, certificates).
- Provide reliable referee contact details.

DON'T

- Don't use full sentences or long paragraphs — stick to points.
- Don't include unnecessary personal details (e.g. hobbies, unless relevant).
- Don't exaggerate or provide false information.
- Don't use informal language or slang.
- Don't clutter the CV with decorative fonts or colours.

COVERING LETTER

DO

- State the purpose clearly in the opening paragraph.
- Ensure that all information is linked to the criteria in the topic.
- Use formal language and a respectful tone throughout.

DON'T

- Don't repeat the CV word-for-word — select key highlights only.
- Don't make the letter too long; keep it concise and focused.
- Don't use casual greetings (e.g., 'Hi' or 'Hey').
- Don't leave spelling or grammar errors — proofread carefully.

REMEMBER

- ☞ The **CV** is informative (**facts and structure**).
- ☞ The **Covering Letter** is persuasive (**motivation and suitability**).

ACTIVITY 1

A local stationery and office supplies store is advertising for a holiday assistant to help with sales and stock management.

Criteria for Applicants:

- Good communication and customer service skills.
- Ability to handle cash and operate a till.
- Reliable, punctual and able to work flexible hours.

Duties of the Holiday Assistant:

- Assisting customers with purchases and product enquiries.
- Operating the cash register and handling transactions accurately.
- Stocking shelves and maintaining displays.

Write the **CV** and **covering letter** you will submit when applying for this position. [25]

ACTIVITY 2

The municipal swimming pool is looking for part-time assistants to help supervise swimmers during the summer holidays.

Criteria for Applicants:

- Basic swimming skills and water safety knowledge.
- Responsible, alert and able to remain calm in emergencies.
- First aid training will be an advantage.

Duties of the Pool Assistant:

- Assisting lifeguards with monitoring pool activities.
- Maintaining cleanliness around the pool area.
- Reporting any incidents or hazards to management.

Write the **CV** and **covering letter** you will use to apply for this position. [25]

OBITUARY

WHAT IS AN OBITUARY?

An obituary is a notice of the passing on of someone known by the target audience. Over and above 'formally' announcing the death, it also sketches the cause of death as well as the funeral arrangements.

The aspects below must be included:

- full name of the deceased
- date of birth, date of death
- where person was living at time of death
- birthplace
- key survivors and their names
- time, date, place of funeral
- a tribute
- cause of death
- biographical information
- style and tone
- euphemisms may be used, e.g. passed away instead of died

Purpose	To formally announce the death of John Smith to the public.
Audience	Family, friends and acquaintances. Colleagues and former learners, community members and the public in general.
Context	A formal obituary written by a learner representative (RCL) for inclusion in a school newsletter, local magazines or local newspaper.
Tone	Formal, respectful, sincere. It should convey admiration and sympathy while celebrating the educator's achievements and character.

TOPIC

A well-loved and respected educator, who has made a valuable contribution to the school, has passed away. The principal has approached you as a member of the Learners' Representative Council of Learners (RCL) to write the obituary.

[25]

OBITUARY

Mr. Thabo Mthembu

28 July 1965 – 13 August 2026

Thabo Mthembu, aged 61, passed away on 15 August 2026 in Kokstad after a brief illness.

Born in Pietermaritzburg, he was the son of Sipho and Nomsa Mthembu. He attended Ndlovu High School and later graduated with a Bachelor of Education degree from the University of KwaZulu-Natal. He was employed at Sunny Hill Senior Secondary School, where he worked as an English educator and later served as Department Head.

Mr. Mthembu was a dedicated member of the local church and actively participated in community organisations, mentoring youth and supporting youth development programmes. He enjoyed reading, writing poetry and coaching soccer; activities through which he inspired countless learners.

He will be remembered for his unwavering commitment to education, his kindness and his ability to uplift both colleagues and learners. His contribution to the school and community will remain a lasting legacy.

He is survived by his wife, Lindiwe, his three children and two grandchildren.

The funeral service will be held on Saturday, 22 August 2026, at 10:00 a.m. at St. Peter's Anglican Church, Sunny Hill.

The family kindly requests that in lieu of flowers, donations be made to the *Sunny Hill Children's Fund* to honour Mr Mthembu's memory.

Identification of the deceased.

Date and cause of death

Biographical information

Contribution to school and community (*As per topic*)

The **tribute** is where you say positive things about the deceased. Refer to the topic, e.g. achievements or volunteer work

List persons the deceased leaves behind.

Funeral Arrangements

Donations (optional)

EXAMINATION TIPS**DO**

- Do use full names of the deceased (no nicknames or abbreviations).
- Do use correct format, tone and register
- Do maintain a respectful, formal tone throughout.
- Do check spelling, grammar and dates for accuracy.

DON'T

- **Don't eulogise** (Don't greet or thank anyone. This is a written piece, not a speech).
- Don't use informal language or casual expressions.
- Don't exaggerate or invent details - keep it truthful and dignified.
- Don't make the obituary too long; keep it concise and focused.
- Don't use slang, contractions or emotive exaggerations (e.g. 'the best teacher ever!!!').

REMEMBER

An obituary is **written notice of the passing, not a eulogy**.

ACTIVITY 3

A local influencer has passed away unexpectedly in an accident. As a youth representative for your community, you have been asked to write an obituary for the local newspaper.

Write the obituary.

[25]

ACTIVITY 4

A local spiritual leader, who has dedicated his/her life to the selfless service of humanity in your community, has died.

Write the obituary.

[25]

FORMAL REPORT

WHAT IS A FORMAL REPORT?

A **formal report** is a factual and structured document that presents information about a particular situation, investigation, event, problem or activity.

A report is usually written after information has been collected. It may describe what happened, identify problems, present findings and make recommendations for improvement.

A formal report must be **objective, factual, concise and well organised**. The writer should not include unnecessary personal opinions or emotional language.

Let us have a look at the features of this type of text.

Purpose	To present information, findings, conclusions and where appropriate, recommendations.
Audience	A principal, manager, committee, organisation, authority or other person who requires the information.
Context	A formal investigation, event, problem, activity or situation.
Tone	Formal, objective, factual, concise and impartial.

TOPIC

Your school recently held a Market Day to raise funds for the purchase of new sporting equipment.

As a member of the organising committee, you have been asked by the principal to investigate the success of the event and submit a report on the attendance, activities, funds raised, challenges experienced and recommendations for future events.

Write a **formal report** to the principal.

[25]

FORMAL REPORT

REPORT ON THE SCHOOL MARKET DAY

TO: The Principal

FROM: A.L. Gumede, Chairperson of the Market Day Organising Committee

DATE: 17 August 2026

1. INTRODUCTION

The purpose of this report is to present the findings of an investigation into the recently held School Market Day. It focuses on the attendance, activities, funds raised, challenges experienced and possible improvements for future fundraising events.

2. FINDINGS

2.1 Attendance

The Market Day was well attended by learners, educators and members of the community. The event attracted more visitors than expected, particularly during the lunch period. The large attendance contributed to the overall success of the event.

The title must clearly state what the report is about. It should be brief, specific and relevant to the topic.

This identifies the person or authority who requested the report or will receive it.

This identifies the person responsible for writing the report. The writer's position or role should be relevant to the situation.

The date indicates when the report was prepared.

Briefly state the purpose of the report and what the report will cover. Do not include unnecessary background information.

This paragraph explains why the report has been written. It also shows that all the aspects mentioned in the question will be addressed.

The writer presents the important facts discovered during the investigation. The information should be organised logically.

Sub-headings organise the findings and make the report easier to read.

The discussion is factual and objective. The writer does not use personal opinions such as 'I think' or 'I believe'.

2.2 Activities and Sales

The event generated a substantial amount of money towards the purchase of new sporting equipment. Most stalls reached or exceeded their expected sales targets.

2.3 Funds Raised

The event generated a substantial amount of money towards the purchase of new sporting equipment. Most stalls reached or exceeded their expected sales targets.

2.4 Challenges Experienced

A few challenges were experienced during the event. Some stalls ran out of popular items before the end of the day. There were also delays in serving customers during busy periods. Limited seating resulted in some visitors standing while eating.

3. CONCLUSION

The Market Day was successful and achieved its main objective of raising funds for sporting equipment. The high attendance and strong sales demonstrated the commitment of learners and staff. However, several organisational challenges should be addressed before the next fundraising event.

4. RECOMMENDATIONS

The following recommendations are made:

- Stall organisers should prepare larger quantities of popular products.
- More volunteers should be assigned to busy stalls.

This section addresses the activities that took place and the sales made during the event. Only relevant information is included. The writer summarises the important activities instead of describing the event as a story.

This section addresses the money raised, which is one of the main purposes of the Market Day.

The writer reports the outcome objectively. No unsupported personal comments are included.

This section identifies problems experienced during the event. These problems will later be addressed in the recommendations. The problems are presented briefly and factually. Notice that the challenges identified here are linked to the recommendations that follow.

The conclusion gives an overall assessment based on the findings. It should not introduce completely new information.

This paragraph summarises the overall success of the event while acknowledging the challenges identified in the findings.

This section suggests practical actions that can improve future events. Recommendations must be relevant to the problems identified in the findings.

- A greater number of tables and chairs should be provided.
- Stall organisers should receive clear guidelines before the event.
- A detailed stock and sales plan should be prepared in advance.
- The organising committee should meet after the event to evaluate its success and identify areas for improvement.

Chairperson: *A.L Gumede*

Date: 17 August 2026

Each recommendation provides a practical solution to a challenge identified earlier. The recommendations are specific, realistic and achievable.

This identifies the person responsible for the report. Where appropriate, the writer may sign and date the report.

EXAMINATION TIPS

DO

- Read the question carefully.
- Identify who requested the report.
- Identify who will receive the report.
- Identify the purpose of the report.
- Use a clear and relevant title.
- Include **TO, FROM and DATE**.
- Use appropriate sub-headings.
- Present factual information.
- Organise the findings logically.
- Include a conclusion.
- Make practical recommendations when required.
- Use formal and objective language.
- Keep the information relevant.
- Follow the required word length.
- Check spelling, punctuation and grammar.

DON'T

- Write a personal essay.
- Write a story.
- Use slang.
- Use contractions such as **don't, can't and won't**.
- Use emotional language.
- Include unnecessary dialogue.
- Give personal opinions.
- Repeat information.
- Introduce irrelevant information.
- Turn the report into a letter.

- Forget the recipient, writer or date.
- Give recommendations that are unrelated to the findings.
- Write excessively long paragraphs.

REMEMBER**A FORMAL REPORT SHOULD:**

- 👉 **INFORM** – present relevant information.
- 👉 **REPORT** – present the findings of an investigation or event.
- 👉 **CONCLUDE** – give an overall assessment.
- 👉 **RECOMMEND** – suggest practical action where necessary.

A FORMAL REPORT PRESENTS FACTS, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS IN A CLEAR, OBJECTIVE AND FORMAL MANNER.**ACTIVITY 5**

Your school recently organised an educational excursion for Grade 12 learners to a science and technology centre. The purpose of the excursion was to expose learners to practical learning experiences and encourage an interest in careers related to science and technology.

You are a member of the organising committee. The science departmental head has asked you to investigate the success of the excursion and report on the learner participation, educational activities, transport arrangements, challenges experienced and overall value of the excursion.

Write a formal report to the departmental head.

[25]

ACTIVITY 6

Your school recently held a talent show to provide learners with an opportunity to showcase their talents and raise funds for the school's cultural activities.

You are the chairperson of the Representative Council for Learners (RCL) who is the organising committee. The principal has asked you to investigate the success of the event and submit a report on the learner participation, performances, audience attendance, funds raised, challenges experienced and recommendations for future events.

Write a formal report to the principal.

[25]

FILM REVIEW

WHAT IS A FILM REVIEW?

A film review is a descriptive and evaluative piece of writing in which the writer gives an informed opinion about a movie and the overall viewing experience.

A film review usually provides information about the **title, genre, storyline, characters, acting, setting, cinematography, music, entertainment value and overall message** of the movie. The writer evaluates these aspects and gives an overall judgement about whether the movie is worth watching.

It should be **interesting, descriptive, balanced and engaging**. The writer may express personal opinions but these opinions should be supported by specific observations and examples.

A film review should not simply retell the storyline. It should include critical comments about the movie.

Let us have a look at the features of this type of text.

Purpose	To describe and evaluate a film and give readers an informed opinion about the viewing experience.
Audience	The general public, film lovers, teenagers, families, cinema-goers or readers of a newspaper, magazine, website or school publication.
Context	A film that the writer has watched and wishes to evaluate for other potential viewers.
Tone	Descriptive, engaging, evaluative and generally informal to semi-formal, depending on the publication and audience.

TOPIC

Your local newspaper is preparing a special feature on films suitable for teenagers. You recently watched a newly released film called *The Last Summer* with a group of friends. It tells the story of four teenagers who face difficult choices, friendship challenges and unexpected changes during their final summer before leaving school. Although the film received positive reactions for its acting and meaningful message, some viewers felt that parts of the storyline were predictable and slow.

Write a film review for publication in the newspaper.

[25]

FILM REVIEW

A CAPTIVATING JOURNEY OF COURAGE: *THE LAST SUMMER*

Reviewed by: Daniel Anderson

Date: 17 August 2026

The Last Summer is an inspiring coming-of-age drama that follows four teenagers as they face difficult choices, friendship challenges and unexpected changes during their final summer before leaving school. Set in a small coastal town, it combines humour, emotion and drama to create an entertaining story that will appeal particularly to young audiences.

The storyline explores themes such as friendship, family, personal growth, courage and making difficult decisions.

Although some events are predictable, the story remains interesting because of the emotional conflicts and unexpected decisions made by the characters.

The cinematography is another strength. The camera work captures the characters' emotions and allows the audience to feel involved in their experiences. The soundtrack complements the story effectively. The music creates an appropriate atmosphere without overpowering the dialogue.

One of the strongest messages is that **growing up involves accepting change and having the courage to follow one's dreams.**

The title should attract the reader's attention and indicate what the review is about. It should be creative, interesting and relevant to the film.

This identifies the **person who wrote the review.**

The date indicates when the review was written or when the film was watched.

Introduce the film and provide relevant background information. Mention the **title, genre and general storyline.**

Identify the type of film and evaluate the storyline.

The writer gives enough information to interest the reader without retelling the entire film.

Evaluative words such as **predictable, interesting, emotional and unexpected** strengthen the review.

This section evaluates the **cinematography and soundtrack / music.**

Message / Theme of the film.

<p>I would recommend <i>The Last Summer</i> to teenagers, families and anyone who enjoys films about friendship, growing up and overcoming challenges. It is particularly suitable for young people because many of the characters and situations are relatable.</p> <p>Overall rating: 4 out of 5 stars</p>	<p>The writer states whether the film is recommended and identifies the type of audience who may enjoy it.</p> <p>The rating provides a quick summary of the writer's overall judgement and should be consistent with the review.</p>
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EXAMINATION TIPS

DO

- Read the question carefully.
- Identify the film and purpose of the review.
- Give the review an interesting title.
- Introduce the film clearly.
- Mention the genre.
- Give a brief overview of the storyline.
- Comment on the main characters.
- Evaluate the acting.
- Comment on the setting.
- Discuss cinematography.
- Evaluate the music and sound.
- Discuss the entertainment value.
- Identify important themes or messages.
- Give an overall verdict.
- Make a clear recommendation.

DON'T

- Do not ignore the instructions.
- Do not leave out the title.
- Do not retell the entire movie.
- Do not give away the ending unnecessarily.
- Do not simply list the characters.
- Do not simply say that the acting was 'good'. Justify the comment.
- Do not simply say that the movie 'looked good'.
- Do not only describe; **evaluate**.
- Do not forget your overall opinion.
- Do not forget to say whether the movie is worth watching.
- Do not submit without proofreading.
- Do not ignore the word limit.

REMEMBER**A FILM REVIEW SHOULD:**

- 👉 **DESCRIBE** – Tell the reader what the film is about and what it is like.
- 👉 **EVALUATE** – Give an informed opinion about the film.
- 👉 **SUPPORT** – Provide specific examples to justify your opinions.
- 👉 **JUDGE** – Give an overall verdict.
- 👉 **RECOMMEND** – Tell the reader whether the film is worth watching.

ACTIVITY 7

Your local newspaper is preparing a special feature on films suitable for teenagers.

You recently watched a newly released film with your friends. The film has received mixed reactions from viewers.

Write a film review for publication in the newspaper.

[25]**ACTIVITY 8**

You recently watched a popular film at the cinema with your family to celebrate a special occasion. Although it had an attractive setting and an interesting storyline, you experienced both positive and negative aspects during the viewing.

Write a film review for your school magazine.

[25]

RESTAURANT REVIEW

WHAT IS A RESTAURANT REVIEW?

A restaurant review is a descriptive and evaluative piece of writing in which the writer gives an informed opinion about a restaurant and the overall dining experience.

A restaurant review usually provides information about the **location, atmosphere, decor, menu, food, service, cleanliness, prices and overall experience**. The writer evaluates these aspects and gives an overall judgement about whether the restaurant is worth visiting.

A restaurant review should be **interesting, descriptive, balanced and engaging**. The writer may express personal opinions but these opinions should be supported by specific observations and examples.

Let us have a look at the features of this type of text.

Purpose	To describe and evaluate a restaurant and give readers an informed opinion about the dining experience.
Audience	The general public, potential customers, food lovers, tourists or readers of a newspaper, magazine, website or school publication.
Context	A restaurant that the writer has visited and wishes to evaluate for other potential customers.
Tone	Descriptive, engaging, evaluative and generally informal to semi-formal, depending on the publication and audience.

TOPIC

You recently visited *The Willow Garden Restaurant*, a popular restaurant in your area, with your family to celebrate a special occasion.

You were impressed by some aspects of the restaurant but were disappointed by others. You have been asked to write a review for a local community magazine to help readers decide whether the restaurant is worth visiting.

Write a restaurant review for publication in the magazine.

[25]

RESTAURANT REVIEW

A TASTE OF EXCELLENCE AT *THE WILLOW GARDEN RESTAURANT***Reviewed by:** Emily Williams**Date:** 17 August 2026

I visited *The Willow Garden Restaurant*, situated in the heart of the city, with my family. It offers a relaxed dining experience with a menu that combines traditional favourites with modern dishes.

The restaurant has a warm and welcoming atmosphere. Its modern decor, comfortable seating and soft lighting create a pleasant environment for both family meals and special occasions. Tables are neatly arranged and the indoor plants add a refreshing touch to the dining area. The background music was enjoyable without being too loud.

The menu offers a wide variety of meals. I ordered the grilled chicken served with roasted vegetables and a creamy mushroom sauce, which proved to be an excellent choice. The dessert menu was equally impressive.

The portions were generous and the presentation of the meals was attractive.

The waiters were polite, friendly and knowledgeable about the menu. The food, however, took longer than expected to arrive. Although this was slightly disappointing, the staff

The title should attract the reader's attention and indicate what the review is about. It should be interesting, creative and relevant to the restaurant.

This identifies the person who wrote the review.

The date indicates when the review was written or when the restaurant was reviewed.

Introduce the restaurant and provide relevant background information. Mention the type of restaurant, location or occasion and give an indication of the overall experience.

A restaurant review allows the writer to use the **first person** and express a personal opinion.

The writer evaluates different aspects of the restaurant: **atmosphere, decor, music**.

Evaluate the **menu and quality of the food**.

Specific observations strengthen the writer's opinion and make the review more convincing.

Evaluate the behaviour, efficiency and professionalism of the staff. The writer should identify both strengths and weaknesses and support opinions with examples.

<p>remained courteous and apologised for the delay.</p> <p>The restaurant was clean and well-maintained. The overall cleanliness created a positive impression and contributed to the comfortable dining experience.</p> <p>The prices are slightly higher than those of similar restaurants. However, the generous portions, quality of the ingredients and attractive presentation make the meals good value for money.</p> <p>I would recommend <i>The Willow Garden Restaurant</i> to anyone looking for a relaxed dining experience.</p> <p>Overall rating: 4 out of 5 stars</p>	<p>Evaluate cleanliness.</p> <p>Evaluate whether the food and experience are reasonably priced.</p> <p>The writer states whether the restaurant is recommended.</p> <p>A rating provides a quick summary of the writer's overall judgement. It should be consistent with the review.</p>
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EXAMINATION TIPS

DO

- Read the question carefully.
- Identify the restaurant and purpose of the review.
- Give the review an interesting title.
- Introduce the restaurant clearly.
- Describe the atmosphere and decor.
- Comment on the menu and food.
- Evaluate the service.
- Comment on cleanliness.
- Discuss prices and value for money.
- Give specific examples.
- Use descriptive language.
- Use evaluative language.
- Give both positive and negative comments.
- Give an overall verdict.
- Make a clear recommendation.

DON'T

- Write a simple list of what you ate.
- Give only positive comments.
- Give only negative comments.
- Make unsupported statements.
- Overuse slang.
- Repeat the same adjectives.
- Describe every small detail.
- Forget to give an overall opinion.
- Forget to recommend or not recommend the restaurant.
- Use inappropriate or offensive language.

REMEMBER**A RESTAURANT REVIEW SHOULD:**

- 👉 **DESCRIBE** – tell the reader what the restaurant is like.
- 👉 **EVALUATE** – give an opinion about the food, service, atmosphere and other features.
- 👉 **SUPPORT** – provide specific examples to justify opinions.
- 👉 **JUDGE** – give an overall verdict.
- 👉 **RECOMMEND** – tell the reader whether the restaurant is worth visiting.

ACTIVITY 9

Your local newspaper is preparing a special feature on restaurants in your area.

You recently visited a newly-opened family restaurant with your friends. The restaurant offers a variety of meals and has received mixed reactions from customers.

Write a restaurant review for publication in the newspaper. Your review should comment on the atmosphere and decor, menu and food, service, prices and overall dining experience.

[25]

ACTIVITY 10

You recently visited a popular restaurant at a shopping centre to celebrate a special occasion with your family. Although the restaurant had an attractive setting and an extensive menu, you experienced both positive and negative aspects during your visit.

Write a restaurant review for a school magazine. Your review should include comments on the restaurant's atmosphere, food quality, service, value for money and overall experience. Give the restaurant an overall rating and state whether you would recommend it to other customers.

[25]

AGENDA AND MINUTES OF MEETING

WHAT IS AN AGENDA?

An **agenda** is a formal document prepared **before** a meeting. It lists the items that will be discussed and helps the meeting to proceed in an organised manner.

WHAT ARE MINUTES?

Minutes are the **official written record** of what happened during a meeting. They are written **after** the meeting has taken place.

Let us have a look at the features of this type of text.

AGENDA

Purpose	To inform members about what will be discussed at the meeting and to provide an organised structure for the meeting. It lists the items to be discussed and helps the meeting proceed in an orderly manner.
Audience	Members or participants who will attend the meeting. The people attending the meeting need to know what will be discussed.
Context	A formal meeting, such as a school, committee, business, community or organisational meeting. An agenda is prepared before the meeting takes place.
Tone	Formal, concise, clear and objective. The language should be professional and to the point.

MINUTES OF MEETING

Purpose	To provide an accurate written record of what was discussed, decisions made and actions agreed upon at the meeting. Minutes record the important proceedings of the meeting for future reference.
Audience	Members who attended the meeting, committee members, management and other relevant stakeholders. The audience needs to know what was discussed and decided.
Context	A formal meeting, such as a school, committee, business, community or organisational meeting. Minutes are written during or after the meeting.
Tone	Formal, factual, objective, concise and impartial. The writer records the proceedings without including personal opinions or emotions.

TOPIC

Your school has experienced an increase in bullying, excessive littering and the misuse of cell phones during lessons.

As the secretary of the Learner Representative Council (LRC), you have been asked to prepare the **agenda** for a meeting and write the **minutes** after the meeting has taken place. **[25]**

AGENDA

SUNNYSIDE HIGH SCHOOL
LEARNER REPRESENTATIVE COUNCIL (LRC) MEETING
Date: 15 August 2026

Time: 14:00

Venue: School Library

1. **Opening and Welcome**
2. **Apologies**
3. **Adoption of the Agenda**
4. **Reading and Adoption of the Previous Minutes**
5. **Matters Arising**
6. **Bullying Among Learners**
7. **Cellphone Usage During Lessons**
8. **Campaign to reduce Littering**
9. **General Matters**
10. **Date of the Next Meeting**
11. **Closure**

Name of the school

Description of the meeting taking place

The heading and meeting details must be identical to those on the minutes.

1. The chairperson officially begins the meeting.
2. Members who are absent are recorded.
3. Members approve the order of business.
4. The minutes of the previous meeting are read and accepted as an accurate record.
5. Any unresolved issues from the previous meeting are discussed.
6. The first new item for discussion.
7. Members discuss preparations for the event.
8. Another issue that requires discussion and possible decisions.
9. Any additional issues not included on the agenda are discussed under GENERAL.
10. Members decide when the next meeting will take place.
11. The chairperson officially ends the meeting.

MINUTES OF MEETING

SUNNYSIDE HIGH SCHOOL**LEARNER REPRESENTATIVE COUNCIL (LRC)
MEETING****Date:** 15 August 2026**Time:** 14:00**Venue:** School Library**1. Opening and Welcome**

The chairperson welcomed all members and declared the meeting open at 14:00.

2. Apologies

An apology was received from Mr Dlamini.

3. Adoption of the Agenda

The agenda was adopted without amendments.

4. Reading and Adoption of the Previous Minutes

The previous minutes were read and adopted as a true reflection of the previous meeting.

5. Matters Arising

There were no matters arising.

6. Bullying Among Learners

Members discussed the increase in bullying incidents during break.

Decision: An anti-bullying awareness campaign will be launched during Assembly.

7. Cell phone Usage During Lessons

Members expressed concern about learners using cell phones during lessons.

Decision: Learners will switch off their cell phones before lessons begin.

8. Campaign to reduce littering

Members expressed concern about the increasing amount of litter on the school grounds. Several suggestions were made to encourage learners to take greater responsibility for keeping the school clean.

The following **decisions** were made:

Name of the school

The heading and meeting details must be identical to those on the agenda.

1. Record only what happened. Do not include unnecessary details.
2. Record only the names of members who submitted apologies.
3. Record whether the agenda was accepted or amended.
4. State whether the previous minutes were approved.
5. If there are unresolved issues from the previous meeting, they are recorded here.
6. Record the **discussion briefly**, but always include the **decision** taken.
7. Minutes summarise the discussion. Do not write long conversations.
8. Record only the key points and final decision.

- Posters promoting cleanliness will be displayed around the school.
- Additional recycling bins will be provided.
- Learners will participate in a weekly clean-up campaign.
- The Environmental Awareness Committee will present a short talk during the school assembly.

9. General Matters

No additional matters were raised.

10. Date of the Next Meeting

The next meeting will be held on 12 September 2026.

11. Closure

The chairperson thanked all members and closed the meeting at 15:30.

Chairperson: _____

Secretary: _____

Date: _____

9. Any new issue not included on the agenda is recorded here.

10. Record the agreed date.

11. State the time the meeting ended.

Minutes are signed after they have been approved.

EXAMINATION TIPS

DO

- Use **formal language**.
- Write the minutes in the **past tense**.
- Number items correctly.
- Record **facts**, not opinions.
- Summarise discussions.
- Include the **decision** reached.
- Keep the numbering in the minutes the same as the agenda.

DON'T

- Write every word that was spoken.
- Include personal opinions.
- Use contractions or slang.
- Leave out dates, times or venue.
- Change the order of the agenda items.
- Forget to record the decisions taken.

REMEMBER

- 👉 Agenda = Before the meeting (What **will** be discussed)
- 👉 Minutes = After the meeting (What **was** discussed and decided)
- 👉 Agenda = Headings only
- 👉 Minutes = Brief summary + decisions
- 👉 Minutes are written in the past tense
- 👉 Both documents must follow the same order of items

ACTIVITY 11

EnviroCubs, an environmental group in your town is planning a meeting to address the environmental problems that are currently being faced in your town.

As the secretary of *EnviroCubs*, you have been asked to prepare the agenda for a meeting and write the minutes after the meeting has taken place. Record the important discussions, decisions taken and responsibilities allocated.

[25]**ACTIVITY 12**

The Grade 12 Learners' Representative Council (LRC) has decided to organise a Career Day to help learners make informed decisions about their future studies and careers. A meeting is held to discuss and plan the event.

Write the minutes of the meeting held to discuss and plan the Grade 12 Career Day. Record the important discussions, decisions taken and responsibilities allocated.

[25]

CONCLUSION

The Final Push Revision Booklet is more than a collection of revision activities; it is a guide to thinking like an examiner and answering like a confident candidate. Across Papers 1, 2 and 3, you have been encouraged to understand the question, apply the right strategy, use evidence effectively and communicate with purpose. The final step is now yours: practise, reflect, correct and try again. Trust the skills you have developed, make every mark count and enter the examination room prepared to show what you know.

Read! Think! Apply! Check! Succeed!

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Department of Basic Education. *Guidelines for the Setting of Grade 12 Examinations in Languages: Home Languages*. Pretoria: Department of Basic Education, 2021.

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PRESCRIBED LITERATURE

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Wilde, Oscar. *The Picture of Dorian Gray*. Edited with an introduction and notes by Joseph Bristow. Oxford: Oxford University Press, 2008.

SUPPLEMENTARY READING AND RESOURCE MATERIAL

The Conversation. Articles used as the basis for selected comprehension and discussion texts, including material adapted for learner activities.

World Economic Forum. Material relating to artificial intelligence, future skills and the changing world of work.

Eskom. Information relating to load shedding and its impact on learning and study practices.

TransLoc. Material relating to the benefits of public transportation, adapted for summary-writing practice.

Urban Escapes. Material adapted for language structures and conventions practice.

ARTIFICIAL INTELLIGENCE AND DIGITAL RESOURCES

OpenAI. *ChatGPT* (GPT-5.6 Luna). Artificial intelligence language model used as a supplementary resource for drafting, editing, analysis, resource development and refinement of selected educational materials. OpenAI, 2026. Accessed 23 August 2026.

VISUAL AND MEDIA SOURCES

Department of Basic Education. Visual texts and cartoons appearing in the NSC examination material used as examination models.

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