ESSENTIAL GUIDE TO THE IEB ENGLISH EXAM

FIFTEENTH EDITION

SAMPLE SECTION

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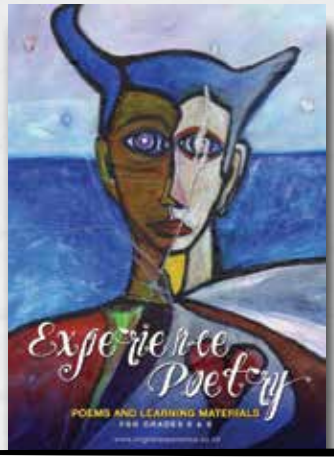

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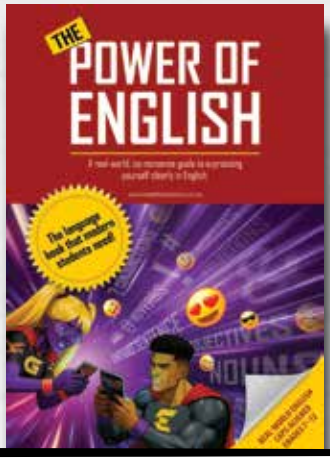
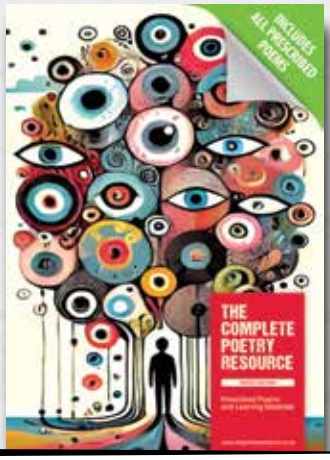
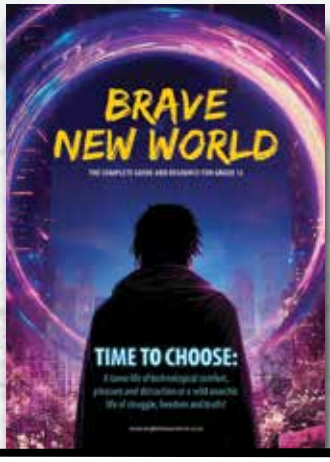


The Complete IEB Poetry Resource for Grade 12 (8th Edition)

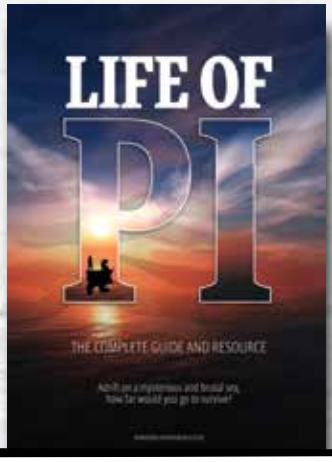


Hamlet: Complete Guide and Resource

Brave New World: Complete Guide and Resource



Life of Pi: Complete Guide and Resource



The White Tiger: Complete Guide and Resource

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Publishers of high-quality educational resources

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English experience

Essential Guide to the IEB English Examination

Examination structure analysis, practice questions and expert tips & strategies

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Cover Artist: Tamara Lesabe

Tamara is a Johannesburg-based visual artist who specialises in painting and drawing. Her works focus on making the spiritual and emotional dimensions that shape our existence tangible and visible. Despite graduating with a Bachelor of Science degree in Biological Studies in 2017, Tamara made the courageous decision to follow her heart instead and dedicate herself to creating art full-time.

Connect with Tamara: @rara.thecreative @BoujeeBohemian

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Foreword

About English Experience

English Experience *is an independent South African publishing house that specialises in developing high quality English and Life Orientation educational resources for high-school teachers and students. The team of passionate, talented experts behind* English Experience *works tirelessly to ensure that every resource encourages insight, growth, and debate — enriching and challenging both teachers and students — without losing sight of the important goals of academic success and examination readiness.*

Dedicated to bringing the subject to life, every resource English Experience publishes incorporates a range of features — including thought-provoking content, contextual questions, and stimulating enrichment materials — designed to encourage a critical appreciation of the subject and to inspire the higher-order thinking which examiners always desire.

The world-class English Experience team includes highly experienced educators, some with over forty years of classroom experience; passionate literary experts in various fields, such as historical fiction, poetry, and Shakespeare; historians and researchers; creative writers; skilled editors; eagle eyed proof-readers; and obsessive fact-checkers — together with spirited university lecturers and enthusiastic young scholars who help to ensure our approach remains unique and fresh.

Visit **www.englishexperience.co.za** to learn more about English Experience and the range of educational resources we publish. You can use the camera on a digital device to scan this QR code and launch the site automatically.

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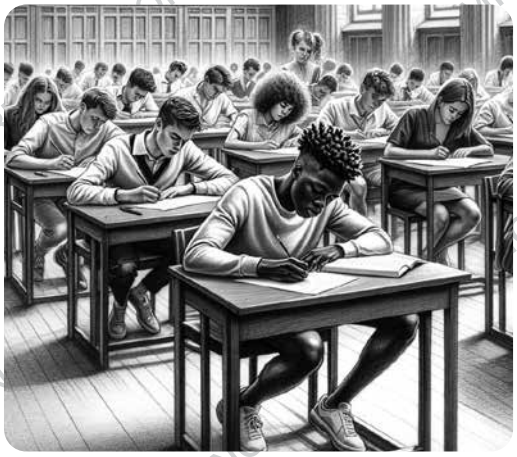
Why does this resource exist?

This resource has been created to eliminate as much of the uncertainty and apprehension associated with writing the Grade 12 English Home Language examination as possible.

The culmination of five years of secondary education, Grade 12 is a busy, exciting and challenging time for most students. Completing the final year of high school is a significant achievement and an important milestone. Grade 12 can also be a daunting time as our knowledge and skills are examined thoroughly in order to judge whether we are competent enough to graduate and begin higher education or enter our chosen careers. Moreover, the thought of sitting an examination itself provokes feelings of nervousness and anxiety in most people. Such a response is normal and understandable as examinations are usually conducted under time constraints/pressure, the stakes are often high, and the outcome is uncertain. This combination of conditions can make an examination an unpleasant, distressing experience. It is natural to worry whether we have the required knowledge and skills to pass, and even if we do possess these competencies, the fear of failing to demonstrate these adequately can impede both our ability to prepare properly beforehand and to perform well on the day.



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This resource has been written with this reality in mind. It is focused on preparing candidates for the process of being examined. The school-based assessments (portfolio assignments and the oral assessment) are important aspects of the Grade 12 English Home Language examination, but your teachers are best placed to guide you through these and so this resource focuses on Papers I and II since these are external and must be written under strictly controlled conditions.

The purpose of preparing candidates for the process of being examined is to eliminate as much of the uncertainty and apprehension associated with the undertaking as possible. A thorough understanding of the examination process and a close familiarity with its requirements arms candidates with a sense of confidence and self-assurance that frees them to focus on using the process to demonstrate their knowledge and skills.

IEB English Home Language				
The 'English Home Language' examination consists of the following four items, each worth 100 marks or 25 per cent of the overall examination:				
External Examination	Paper 1: Response to text	3 hours	100	See pg 11
	Paper 2: Writing	3 hours	100	See pg 101
Continuous Assessment	Portfolio (assessments, assignments and tests)		100	
	Oral Assessment		100	
		Total	**400 marks**	

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Using this resource

Ideal for use in the classroom or for self-study, this comprehensive resource offers detailed analyses of Paper I and Paper II of the IEB Grade 12 external examination, including extensive guidance on how to answer each question, focused sets of practice questions to help students assess and develop their skills, and suggested answers to help students pinpoint their strengths and weaknesses. In short, it contains everything needed to approach the IEB Grade 12 English Home Language external examination with composure and confidence.

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Designed to ensure that students are as prepared as possible for the actual process of being examined, this resource ensures examination readiness by combining understanding with practice, using the following proven three-step method:

Step 1: Understand

The first step is to understand why a particular task is being requested or a particular question is being asked. To foster this understanding, each activity or question in the examination is thoroughly deconstructed and explained. Students are provided with straightforward descriptions of the purpose or intention behind the task or question: what kind of task or question will be set; why it will be asked; what skills it will be designed to test; what knowledge it will require; for what examiners will be looking when they evaluate and mark responses, and so on.

Step 2: Apply

The second step is to apply this understanding by working through a guided practice question (very similar to the one that candidates will face in the final examination, and which uses the actual texts the candidates are studying). This practice question includes extensive annotations to help students refine their approach and answers. The annotations draw the attention of students to significant pieces of information regarding the specific instructions and structure of the question, as well as prompting them to consider certain information and contextual possibilities as they formulate their responses.

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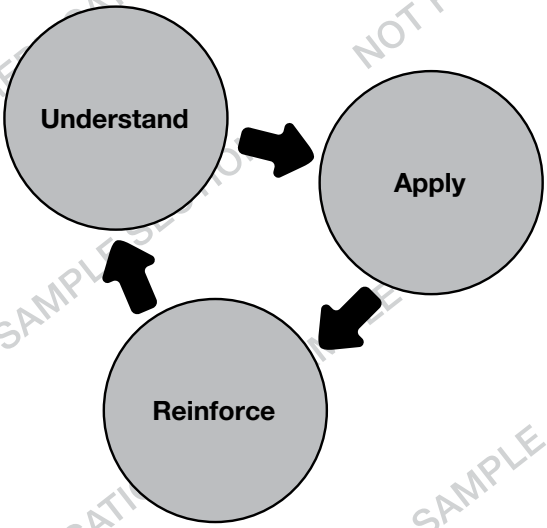
Step 3: Reinforce

The third step is for students to reinforce and test their understanding and skills by working through a practice question without assistance. Marking memoranda for both this question and the annotated practice question are provided in the companion *Suggested Answers* booklet (sold separately), which students can use to assess their responses and capabilities and to identify potential areas of weakness on which to focus further when revising.



How to impress an IEB examiner

Contrary to how it might appear sometimes, examiners are not looking to deny or cheat anyone out of marks. They have a duty to mark accurately and consistently in order to be fair to everyone who has written the examination, but, fundamentally, they are 'on your side' and want your answers to earn the highest marks possible.

A week or two after you have been asked to 'stop writing' and your answer books for Papers I and II have been collected, the IEB examiners will meet to mark your responses. After an in-depth discussion about the examination and the potential range of answers to the various questions, each examiner will be allocated a pile of answer books to mark. Yours will be in one of the piles and, when your examiners reach yours, they will be eager to reward the knowledge and skills you display.

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Avoid these two common errors:

Sadly, examiners report the same two reasons for not being able to reward students in the way that they had hoped every year:

1. Unreadable writing

The first common reason is because they are unable to determine what the student has written as an answer, either because the handwriting is too poor or because the response has been crossed out and rewritten to the point where it has become illegible. This upsets examiners because the student may have written an effective response, but they are not allowed to award marks unless they can read and understand what has been written with certainty.

2. Misreading the question

The second reason examiners report is that students have not answered the question that has been asked. The examiners might be able to see that the student has the knowledge or skills being tested but they are unable to reward the student accordingly because the question has been misinterpreted and answered incorrectly. Again, the examiners' hands are tied as they are only allowed to award marks for responses that answer each question correctly.

These regularly lost marks are the reason it is so important to write legibly, present your work neatly, read each question carefully, and respond appropriately.

Reason well and express yourself clearly:

Let us be clear up front: yes, you do need to know the syllabus. You are required to have mastered the content of your subject and to be able to produce the relevant information on demand during the examination; however, the IEB examiners are looking for more than just that. You will be able to achieve a reasonable mark if you have learnt the material by rote, but the examination (and examiners) will reward you for demonstrating that you have understood and thought about the issues raised by the material. You will earn marks for having formed your own opinions about the material and for being able to justify your opinions plausibly.

This is the reason the examination will not ask you factual questions that focus on the 'right' answer only but will also ask you 'open' questions that encourage you to apply your knowledge and skills to different situations and other, real-life contexts. It is an approach that fits especially well with English, a subject in which there is rarely just one correct answer and only one correct way to express something.

In summary, the key to impressing an IEB examiner is not just to 'learn' the material, but to engage with it enough to develop your own views and to learn how to substantiate these. In other words, you are being encouraged to work out what you think or how you feel about the material and the issues being raised.

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In each of your responses, the examiner is looking for evidence that you:

- know and understand the material.
- can communicate your understanding clearly (language skills).
- can apply your knowledge to other scenarios (reasoning skills).

Why do we bother developing these skills?

Through the English Home Language subject, the IEB has been working to help you develop the critical thinking and communication skills you will need to thrive as an active, discerning and productive member of society and, ultimately, as a fulfilled, creative human being. Obviously, the knowledge and skills you possess by Grade 12 are preparing you for university, college or for immediately starting in your chosen career, but the ability to read, reason and argue with accuracy and sophistication is a set of skills that will help you make better decisions, interact with others more effectively, contribute more meaningfully, and develop a deeper and more profound understanding of the world around you.

What do you think?

We hope you enjoy using this resource as much as we enjoyed putting it together. If you have any comments, queries or suggestions, please do not hesitate to contact us by emailing info@englishexperience.co.za, calling our offices on (011) 786-6702 or scanning this QR code to launch our WhatsApp channel automatically.

KEY TO USING THE BOXES IN THIS RESOURCE:

Definition or Glossary
Provides the meanings of words or terms used in the text

Information
Provides additional details or facts about a topic

Alert
Something to which you need to pay attention

Quirky Fact
Fun, interesting, extraneous information

Checklist
A list of items or activities required to complete a task satisfactorily

Timing
Suggestions on how to use your time effectively

Next: Prepare for Paper I by analysing what you are likely to be asked and how each question should be tackled.

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Preparing for Paper I

Introduction to Paper I: Response to text

Paper I is a three-hour examination worth 100 marks or 25 per cent of the total English Home Language assessment. It focuses on evaluating your ability to understand and respond to texts; in other words, your ability to analyse a written or visual text critically, make sense of what is being communicated, and demonstrate this understanding in your response. Paper I will, typically, consist of six questions and an accompanying 'Insert' of reference texts. This section will help you to prepare for Paper I by outlining what you can expect to encounter.

The ability to decipher, interpret and respond to a written or visual text/material in an accurate, sophisticated way is one of the essential skillsets you need to navigate the modern world with confidence and purpose. These skills are also among the fundamental competences you need to have developed in order to succeed academically, thrive in your chosen career and, ultimately, be an active participant in society.

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In Paper I, the IEB presents you with a variety of 'texts' that are both written materials and visual images in order to provide you with opportunities to demonstrate your ability to read and analyse such diverse pieces of communication – through your capacity to respond using thoughtful, appropriate and effective language structures and conventions.

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What skills are being tested?

The skills tested in Paper I are categorised into two groups: *Reading and Viewing* skills and *Language* skills. *Reading and Viewing* skills relate to your ability to make sense of written and visual texts and to extract information from them. The process the IEB is expecting you to be able to demonstrate competency in performing with each text is as follows:

Reading and Viewing skills:

1. Strategise

Use a range of different reading/viewing strategies depending on the nature of the text and why you are reading it

- What genre is it?
- What is its purpose?
- For what audience has it been created?

2. Interpret

Identify the key features of texts (figurative, rhetorical and literary devices etc.) and explain how they contribute to meaning

- What figures of speech are present?
- What rhetorical devices are being employed?
- What other literary or visual techniques are being used?

3. Assess

Recognise how language and images may reflect and shape values and attitudes in texts

- Is bias or prejudice being shown?
- Is the text discriminating?
- What beliefs and values are being expressed?
- What socio-political and cultural customs are revealed?

Language skills relate to your ability to use language structures and conventions appropriately and effectively. The process the IEB is expecting you to be able to demonstrate competency in performing with each text is as follows:

Language skills:

1. Words

Identify and explain the meanings of words and use them correctly

2. Sentences

Use structurally sound sentences in a meaningful and functional manner

3. Impact

Demonstrate critical language awareness (i.e. explain why specific language and grammar has been used and its effect on the meaning of the text)

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What can you expect?

The structure of Paper I can vary as the IEB is relatively flexible when it comes to the manner in which the broad area of critical and visual literacy is examined (see Question 5), but it will typically consist of six questions and an accompanying 'Insert' of reference texts.

Typical structure:

Q No:	Name:	Description:	Marks:
1	Comprehension	Written passage of 700-800 words and 8-10 corresponding questions.	25
2	Summary writing	One or more written passages of around 350 words in total and instructions (e.g. sum up passages in fewer than 90 words).	10
3	Contextual 'seen' poetry	A set of questions on at least two prescribed or 'seen' poems, linked through a similar theme or visual image.	15
4	Contextual 'unseen' poetry	A set of questions on an 'unseen' or unfamiliar poem, which may be linked to another text (such as a prescribed poem or visual image).	15
5	Critical and visual literacy	5-10 questions that refer to at least one visual text.	25
6	Language/Editing skills	5-8 questions that refer to at least one text (written or visual image).	10
		Total:	**100**

As noted already, the structure of Paper I can vary significantly. This is because the IEB is relatively flexible when it comes to examining the broad area of critical and visual literacy (including propaganda and advertising) and dictionary skills. Questions related to these skills might be restricted to Question 5 or asked over more than one question.

Likewise, the structure of the last question (typically, Question 6) can vary considerably because some language skills, such as the use of appropriate punctuation, may have been asked or 'set' earlier/elsewhere in the paper. If so, this question may be worth less than 10 marks.

In short, remain calm if the paper looks different. Simply read the instructions on the front page carefully, check the mark allocations and adjust the time you spend on each question accordingly.

Timing tip: Paper I is worth 100 marks and you are given three hours or 180 minutes to complete all of the questions. Using the mark allocations for each question as a guide, the table below suggests how much time you could spend on each question:

Q No:	Marks:	Mins:
1	25	40
2	10	20
3	15	25
4	15	30
5	25	40
6	10	20
Proof	n/a	5
	100	**180**

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Question 2: Summary writing

Question 2 is designed to test two skills: your ability to select the important details in a passage of text and your competence in writing good English. In other words, you must show how well you can identify the main ideas in a text and describe these in your own words. It will, typically, consist of one or several written passages that total approximately 350 words in length and a set of instructions. The instructions will usually include an explanation of the purpose of the summary and its intended audience. This section will help you to prepare for Question 2 by outlining what you can expect to encounter and suggesting how to tackle this type of question.

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Summarising information is something we do all the time. When friends ask us to describe the movie we watched last night, for instance, they don't want us to launch into a lengthy description of every scene, but would rather we identify the main details and summarise the plot.

The fact that it is a life skill we use every day does not mean it is an easy one to master. It can actually prove the opposite, especially when it comes to condensing written information as this involves reading, comprehending, evaluating, prioritising and editing the text.

Despite this, the ability to absorb a large amount of information, to understand it and then condense it into a shorter, prioritised version is not just a commonly used skill, it is critical for academic and career success, especially in the modern information economy.

What can you expect?

Question 2 will ask you to refer to at least one 'Text' in the 'Insert' that accompanies Paper I, which is likely to be a written passage of between 350 and 800 words. The question will usually ask you to refer to two or three texts to provide you with an opportunity to demonstrate your ability to combine information from more than one source, but it may not. One or more of the texts may be a visual image or visually based, such as an advertisement.

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How to tackle Question 2

Step 1: Read the instructions.

The 'Text' reference will be followed by a set of instructions. These will usually include an explanation of the purpose of the summary (its context) and its intended audience. In other words, you will be told for whom you are writing your summary and its purpose (how it will be used). The audience for whom you are asked to write will help you determine the correct style and register for the piece (i.e. how formal or informal it needs to be). The intended purpose of your summary tells you what information you should prioritise and on what you should focus.

> Read the instructions carefully to make sure you refer to the right text or texts and/or additional materials in the Insert.

You can expect the instructions to specify a word count of no more than 90 words and the inclusion of an exact word count at the end of the summary, but read them carefully as this may not be the case. Exceeding the word limit or failing to include an accurate word count will result in you being penalised and losing marks.

> Check the wording of the instructions carefully to see if your response should be written in point form or in paragraphs. While the most common format is paragraphs, you may be asked to write a point form or bullet point summary, which must still be in full sentences.

You may also be instructed to give your summary a title and sub-title(s). If you are asked to include a title, make sure that it is no more than 10 words in length and that it clearly states the main idea of the passage. There is no harm in making it clever and catchy as well, but not at the expense of stating the main idea. If you are asked to include a sub-title (or sub-titles), make sure that it is short in length (around five words long) and clearly states the main idea of the sub-section it introduces. Remember that you may be instructed to exclude the title and sub-title from your word count.

Timing tip: Question 2 is worth 10 of the 100 marks available for Paper I, which suggests that you should spend 18-20 minutes maximum on the task (10 per cent of your allocated three hours or 180 minutes).

This might not sound like much time, but summarising is a methodical/systematic process that can be performed efficiently because there is a formula you can follow each time.

Here is how we propose you use the time:

Task	Minutes
Read instructions.	1
Scan/skim read text(s).	2
Review instructions.	1
Read text(s) carefully.	5
Write a rough draft.	4
Edit and proofread your work.	3
Write final draft.	4
	20

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Step 2: Scan/skim read the text(s).

Scan/skim read the text(s) the first time to identify the main ideas. Read the title, introduction, first paragraph, sub-headings and scan the rest of the content.

Step 3: Review the instructions.

Read the instructions again, carefully. Make sure you understand what you are being asked to do and, in particular, what information you will need to prioritise and on which to focus when writing your summary.

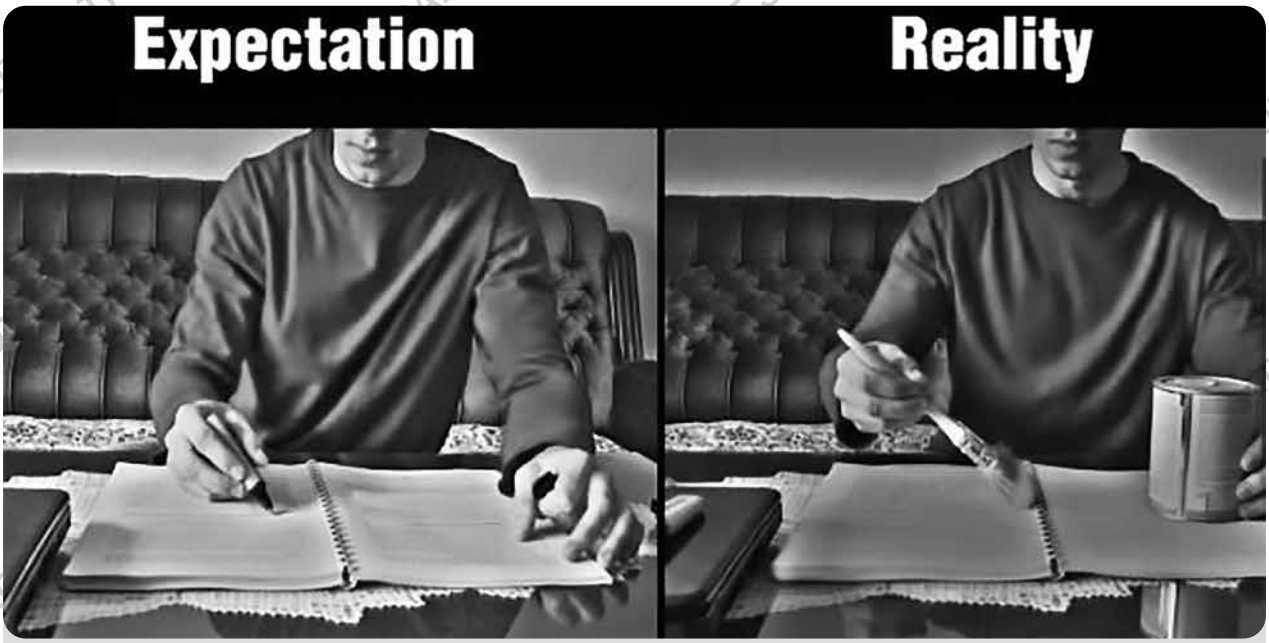
Step 4: Read the text(s) carefully.

Read the text(s) carefully and thoroughly. Think about what you are reading. Pause at the end of each paragraph and underline the main idea that is being communicated.

> **!** The first sentence in each paragraph may well be a topic sentence that expresses the main idea that is being communicated in that paragraph. If it is, the rest of the paragraph is probably information that substantiates this point further or elaborates on it, such as examples or quotes, which you can exclude from your summary. It may be possible to highlight or underline the first sentence in each paragraph and simply rewrite these sentences in your own words.

Highlight important ideas and information and make notes while you read as this also encourages you to think about the material. Highlighting or underlining important points helps you find them easily later on.

As always, pay particular attention to unfamiliar words or ideas and try to work out what they mean using your knowledge of grammar, contextual clues and word-attack skills.



The perils of highlighting: If everything is important, then nothing is.

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Step 5: Write a rough draft.

Once you have read and understood the text(s), write a rough draft in your own words. Try to write it from memory as this can be a good indication of what is important and will help to ensure you write it in your own words; however, stick to the information presented in the original text(s). You may be penalised for unconsciously adding information you happen to know about the topic when writing your drafts.

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If you have listed the main points from the text(s), combine these ideas into a logical, linked sequence.

If the format is paragraphs, make sure these 'flow' well; in other words, that there are logical connections and links between each one. Make sure the register and style you have chosen is appropriate (refer to the purpose of the summary given in the instructions). Remember to indicate clearly that this is a rough draft since the examiner is instructed to mark the first summary presented if you do not.

> **!** Remember, you must write your summary in your own words. You will be penalised and lose marks if you copy sentences or phrases directly from the original text.

Step 6: Edit and proofread your work.

Edit your work by reading through it again. Make sure you have conveyed your meaning accurately using the right words. Ensure that your summary meets the specified format and register (e.g. you have used an appropriate style, tone and diction). Remove any unnecessary words or information. Count the number of words and add or omit words and phrases in order to meet the required length.

Check for misspellings and mistakes in grammar, punctuation and usage. Again, you might be surprised at the number of little errors that creep in when you are writing your response, and it seems a shame to let unwitting or careless errors cause you to lose precious marks. Double-check the required word length and adjust your summary if needed.

Step 7: Write your final draft.

When you are satisfied with your draft summary, write it out again neatly as a final draft. Remember to include the word count in brackets at the end, and titles/sub-titles if these have been specified in the instructions.

SAMPLE SECTION NOT FOR REPLICATION

When you reach your limit!

The **word count** is an important part of your summary. You are required to use no more than the specified number of words (usually 90) and to provide an exact word count at the end of your summary. You will be penalised if you do not provide a word count, if your word count is inaccurate or if you exceed the specified word limit. If a title for your summary is provided, you will probably be instructed not to include it in your word count. You will not be penalised directly for being significantly under the word limit, but make sure you have covered all of the main points.

Tip: Get straight to the point (i.e. subject) in each sentence:	
Original: It is evident that the economy is currently struggling, with unemployment rates at an all-time high.	**17 words**
Revised: The economy is currently struggling, with unemployment rates at an all-time high.	**13 words**

Tip: Eliminate redundant words:		
Phrase	**Redundant**	**Why it is redundant**
"Added Bonus"	Added	**Bonus** already implies that something is being added.
"Basic Essentials"	Basic	**Essentials** already implies that they are basic.
"Advance Warning"	Advance	**Warning** already implies that it is given in advance.
"Close Proximity"	Close	**Proximity** already implies closeness.
"Free Gift"	Free	**Gift** already implies that it is free.

Tip: Replace conjunctions with full stops:	
Original: I was going to the store, but then I decided to stay home instead.	**14 words**
Revised: I was going to the store. I decided to stay home instead.	**12 words**

Summary writing tips

- Avoid repeating ideas.
- Replace phrases with single words where possible.
- Exclude descriptive words, such as adjectives and adverbs.
- Avoid using quotes or direct speech.
- Avoid including substantiating information like examples from the passage(s).
- Write your summary in the past tense and using reported speech.
- Give your summary a title, if required.
- Include an accurate word count at the end.

Next: Work through a practice summary writing question that we have annotated to guide and help you.

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Question 2a: Annotated practice question

Review what you have learnt and assess your current summary writing skills by working through this practice question, which has been annotated with useful hints and tips. Check your answers against the Paper I: Question 2a marking guidelines in the companion Suggested Answers *booklet to assess your strengths and weaknesses.*

Question 2

Refer to **TEXT 2a** (on page 40), **TEXT 3a** (on page 41) and **TEXT 4a** (on page 42).

Note the three texts you must use as your reference materials.

Note the type of response you are asked to produce and ensure you use the appropriate **format**.

Knowing the context and your audience tells you what **style** and **register** to use in your response.

It is *Careers Week* at school, and you have been asked to make a **speech** at the end of assembly explaining why you have chosen to pursue a career in Artificial Intelligence (AI). The title of your speech should be **'Why I am considering a career in the AI industry:'**.

Pay attention to the **purpose** of your response and any specific suggestions offered to guide you.

Using **TEXT 2a**, **TEXT 3a** and **TEXT 4a** as your **only** sources, write a speech that explains why you believe the AI industry is a good career choice (**TEXT 2a**), what types of jobs are available (**TEXT 3a**), and what you intend to study in order to secure a job in the field (**TEXT 4a**).

Note that you may be instructed to restrict yourself to using information from the provided texts **only** in your response.

- Your summary must be written in the form of **one** paragraph, using **no more than 90 words**.
- Provide an **accurate** word count at the end of your summary.
- The **title** of your speech **will not be included** in the word count.
- Your language must be precise and written in an appropriate register.
- Use your own words. 'Cutting and pasting' of information is not acceptable.

Pay attention to the **structure** you are required to use.

Note the **word count** required as you may be penalised if you exceed this limit.

Remember, you will be penalised if (1) you do not include a word count, (2) your word count is inaccurate.

Remember that you are allowed to write out a first, **rough draft** of your summary, provided it is clearly labelled as such.

It can be useful to divide your response to match the number of texts provided; for example, if there are two texts, allocate half of your response (e.g. 45 words) to conveying information from each text and, if there are three texts provided, allocate a third of your response (e.g. 30 words) to conveying information from each text. Although, this must not be not done at the expense of having a clear meaning or meeting the requirements of the task, of course.

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[10]

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Text 2a

AI-related skills are already in high demand

The Artificial Intelligence (AI) industry is rapidly emerging as an excellent choice for young professionals entering the workforce, offering a wealth of opportunities and advantages. With AI like ChatGPT making headlines and its application expanding across industries, the demand for AI skills is soaring. According to Forbes, jobs requiring knowledge of AI or machine learning are expected to grow by 71 per cent in the next five years. This growth is not just about quantity; it also promises quality in terms of job stability and high salaries. The average salary in the AI field is impressive, at £58,000 per year in the UK and over $130,000 in the USA.

Career flexibility and diversity

Graduates skilled in AI can explore diverse roles, from AI Specialists who solve business problems using data, to high-ranking positions like Chief Technology Officer, with salaries up to £140,000 in the UK or nearly $320,000 in the USA. Moreover, the flexibility of the field allows for career shifts into related areas such as Data Science and Software Engineering. As AI continues to evolve, those equipped with AI expertise are positioned to enjoy in-demand, lucrative, and growth-oriented careers.

[Adapted from https://www.kaplanpathways.com/blog/why-study-an-artificial-intelligence-degree]

Remember to highlight or underline the main points or important ideas as you read the texts.

Remember that **titles** and **sub-titles** will often summarise the information that follows them.

Note the author's observation that the **quality** as well as the **quantity** of jobs available is part of the attraction, and how quality is defined.

Remember that the first sentence of a paragraph will often express its main idea.

Remember that examples are typically used to substantiate the main point being made and are additional or supplementary pieces of information.

Note that the final sentence of a text may offer a useful summarising conclusion.

SAMPLE SECTION NOT FOR REPLICATION

Text 3a

Remember that **titles** will often summarise the information that follows.

Six Artificial Intelligence jobs to consider:

The outlook is bright for jobs in Artificial Intelligence (AI), which is good news for anyone interested in this rapidly expanding field. In fact, Machine Learning Engineers and Data Scientists have ranked at the top of many 'Best Jobs' lists for the last two years. The following is a list of several of the key roles available in AI, each offering lucrative career opportunities:

1. Artificial Intelligence Engineer: These professionals use AI and machine learning techniques to create applications and systems that enhance organi[s]ational efficiency. Their work involves developing tools and processes for applying AI to solve real-world problems. Average salary: $113,000.

2. Machine Learning Engineer: They focus on researching, building, and designing the AI responsible for machine learning, maintaining and improving AI systems, and collaborating with data science teams. Average salary: $123,000.

3. Data Engineer: Data engineers are responsible for building systems to collect, manage, and convert raw data into usable information for analysis and decision-making across various industries. Average salary: $104,000.

4. Robotics Engineer: These engineers develop robotic applications in diverse sectors, combining mechanical and electrical engineering with computer science. Average salary: $99,000.

5. Software Engineer (Developer): They create software and applications using various programming languages, platforms, and architectures. Their roles include developing, testing, and maintaining software. Average salary: $119,000.

6. Data Scientist: Data scientists are pivotal in developing predictive models and using machine learning techniques to improve data quality and product offerings. They play a key role in data-driven decision-making. Average salary: $127,000.

[Adapted from https://www.coursera.org/articles/artificial-intelligence-jobs]

Do each of the descriptions follow a similar format or structure? What information is the most important or critical?

The jobs have different titles but are there any similarities or areas of overlap between them? Can these be used to group them more concisely?

Are you expected to describe one job (i.e. the one you would most like) or a range of them (i.e. the potential options that are available)? How does this effect the way you summarise the information in this text?

How much detail and specific information about each role is required for your response?

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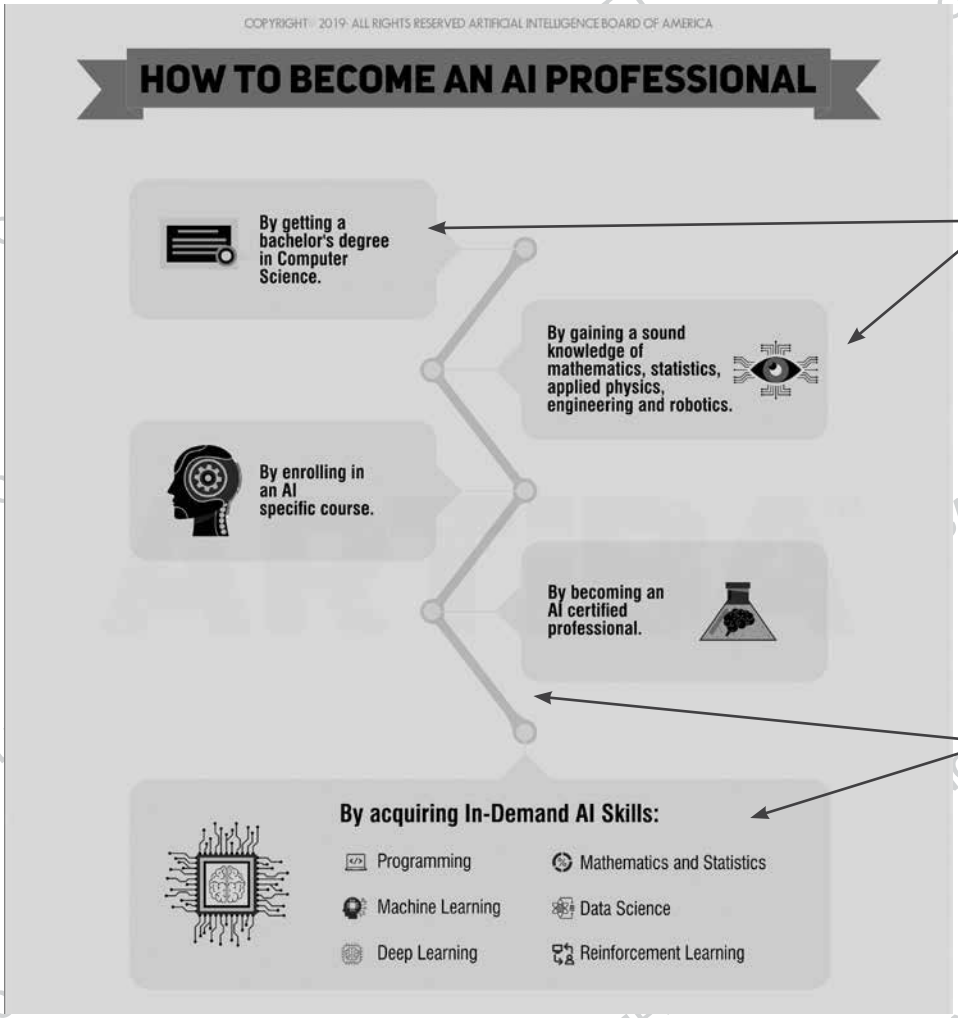
Text 4a

You may be presented with an **infographic** or even an advertisement as one of the texts. Remember to focus on extracting the information it contains.



If the information has already been summarised or condensed, your key task may be to evaluate and prioritise the information and decide what is the most important.

Pay attention to any visual clues (arrows etc.) that may help you establish the sequence and/ or importance of the chunks of information.

[Adapted from *The Shortest Guide to Launch Your Career the AI Way* published by the Artificial Intelligence Board of America (ARTiBA)]

Revision checklist	✔
Did you read the instructions twice (once before reading the texts and again before writing your response)?	
Did you write a clearly labelled rough draft first?	
Did you take 15-20 minutes to complete this question?	
Did you re-read and proofread your answers?	

Check your answers against the Paper I: Question 2a marking memorandum and Summary writing rubric in the companion *Suggested Answers* booklet.

Next: Refine your summary writing skills by working through a practice question without assistance.

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Question 2b: Practice question

Evaluate and refine your summary writing skills by working through this practice question without assistance. Check your answers against the Paper I: Question 2b marking guidelines in the companion Suggested Answers *booklet to pinpoint your strengths and weaknesses.*

Question 2

Refer to **TEXT 2b** (on page 44) and **TEXT 3b** (on page 45).

You have decided to request permission to involve your school in the upcoming Shakespearean Schools Festival (SSF) in South Africa..

Using **TEXT 2b** and **TEXT 3b** as your primary sources, write a short, introductory **email** to be sent to the principal of your school in which you motivate your request by explaining the benefits of participating in the festival (**TEXT 2b**) and argue why you think your school should perform the play *Othello* (**TEXT 3b**).

- Your summary must be written in the form of **one** paragraph, using **no more than 90 words**.
- Provide an **accurate** word count at the end of your summary.
- Your language must be precise and written in an appropriate register.
- Use your own words. 'Cutting and pasting' of information is not acceptable.

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[10]

Text 2b

Introduction to the Shakespearean School Festival

The Shakespearean School Festival (SSF) in South Africa offers a unique educational and cultural opportunity for high school students. Schools are invited to perform thirty-minute abridged versions of Shakespearean plays in local professional theatres, enhancing students' language and social skills and promoting cross-cultural understanding. This platform allows students to bring their curriculum to life on a professional stage, deepening their appreciation of literature and aiding in character development and skill enhancement.

In a country where English is one of eleven official languages yet remains a crucial medium for future opportunities, the SSF is particularly significant. It enables schools to use Shakespeare's works, translated into all official languages, to impart lessons in societal morality in a dynamic and engaging manner. The festival also includes Teacher-Director and Cast workshops, which contribute to the development of leadership skills among students, some of whom assume the role of directors.

Described as an 'opportunity of a lifetime', 'insightful', and 'life-changing' by participants, the festival has reached learners from over 60 schools since 2011, allowing them to experience the excitement of performing on prestigious stages nationwide. The SSF stands as a transformative experience, blending education with the performing arts.

[Adapted from an article published by the *Shakespearean School Festival South Africa* (www.ssfsa.co.za)]

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Text 3b

Apartheid and Othello:

A review of John Kani's essay on the play's continuing relevance in South Africa.

In an essay entitled *Apartheid and Othello*, John Kani reflects on the enduring relevance of Shakespeare's *Othello* in the context of racism, particularly in South Africa. Kani points out that the play confronts the reality of racism head-on, challenging viewers to confront their own biases. He notes the discomfort *Othello* still provokes, especially given Iago's dominant role and his overt racism.

Kani ties *Othello* to South Africa's struggle for equality, mentioning the first General Secretary of the African National Congress (ANC), Sol Plaatje, who translated the play into Setswana. He emphasises the significance of *Othello* for Africans, as it offers a rare instance where an African character takes centre stage and even lends his name to the title of the play.

Reflecting on contemporary society, Kani questions whether we have created a space in which Othello and Desdemona would not face persecution. He observes racism persisting in classrooms and on the streets, highlighting the gap between the vision of a non-racial society and reality.

Kani concludes by expressing his concern that *Othello* leaves the issue of racism unresolved, with Iago's fate ambiguous, Desdemona dead, and Othello reduced to a murderer and destroying himself by committing suicide, suggesting that Shakespeare, in some way, leaves racism alive in the play.

[Adapted from *Living Shakespeare*, a collection of essays published by the British Council.]

Revision checklist	✔
Did you read the instructions twice (once before reading the texts and again before writing your response)?	
Did you write a clearly labelled rough draft first?	
Did you take 15-20 minutes to complete this question?	
Did you re-read and proofread your answers?	

Check your answers against the Paper I: Question 2b marking guidelines and Summary writing rubric in the companion *Suggested Answers* booklet.

Next: Prepare for Question 3 by reviewing what you are likely to be asked and how the contextual 'seen' poetry question should be tackled.

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Question 5: Critical and visual literacy

Question 5 is designed to test your critical and visual literacy skills — in other words, how well you are able to decode, interpret and evaluate visual and written messages. It will, typically, consist of between five and 10 questions that refer to at least one visual text in the accompanying examination 'Insert'. This section will help you to prepare for Question 5 by outlining what you can expect to encounter and suggesting how to tackle this type of question.

© JasonCasteel (DeviantArt)

'We no longer talk to each other, we entertain each other. We do not exchange ideas, we exchange images. We do not argue with propositions; we argue with good looks, celebrities and commercials.'

– Neil Postman, *Amusing Ourselves To Death*

We live in a media-saturated world and are bombarded with visual and written messages every day. Propaganda techniques and rhetorical devices are constantly used to manipulate us — to persuade us to buy specific products, subscribe to certain beliefs and vote for particular individuals. We need to be visually and critically literate to be able to challenge the choices being pushed at us and ensure we can make the right decisions, the smart decisions, for ourselves.

What can you expect?

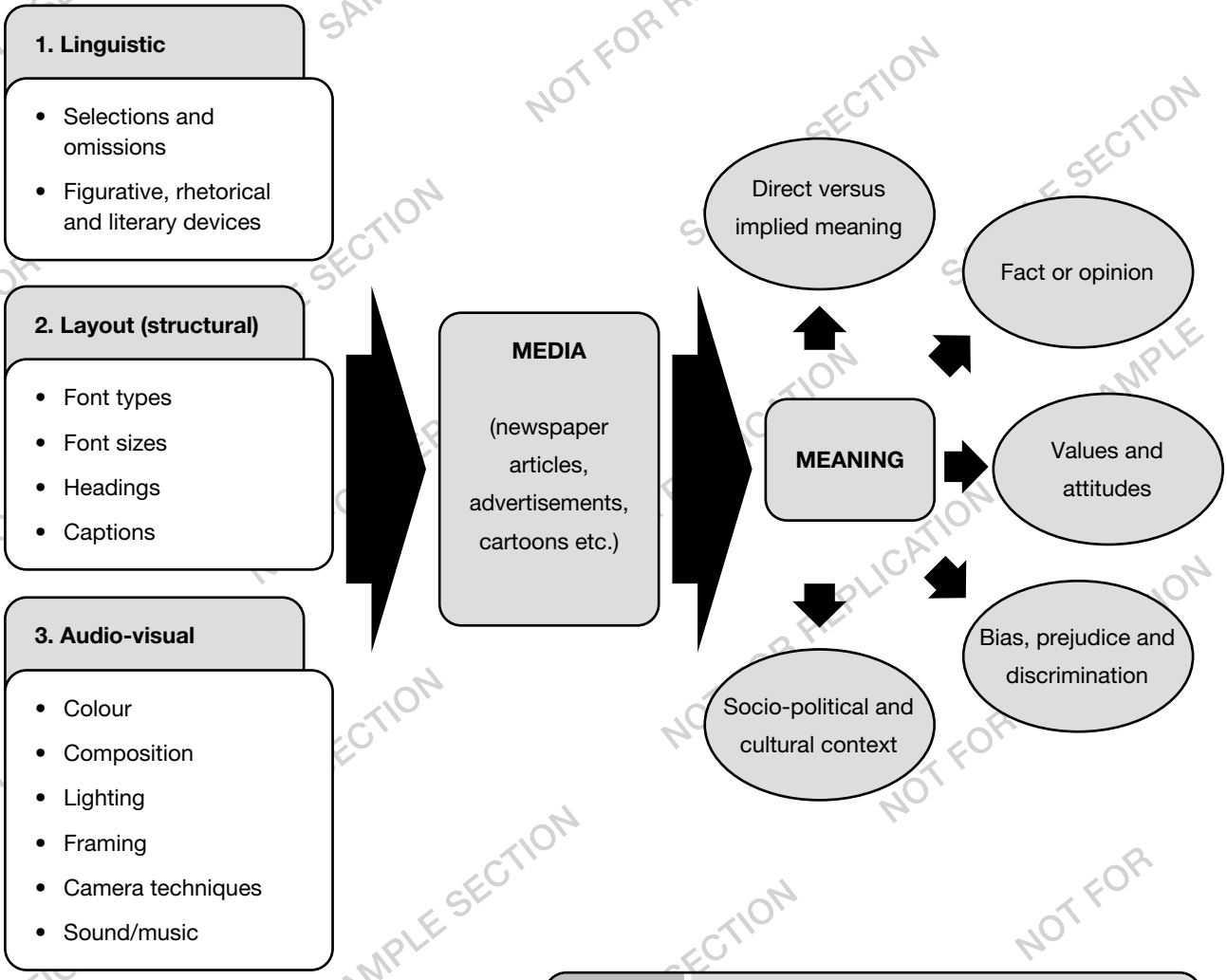
Question 5 will usually start by asking you to refer to at least one 'Text' in the 'Insert' (see p.13 for more information about the structure of Paper I). The text will probably be a visual image and is often an advertisement, but it might not be. The question is also likely to refer to more than one text (usually, two or three). If it does, it is likely that the texts will have a related theme, but different styles and/or arguments. You will probably be asked to compare and contrast these similarities and differences. Read the reference in the instructions carefully to make sure you refer to the right text or texts in the 'Insert'.

> **!** Question 5 usually includes questions related to propaganda and advertising, as well as critical and visual literacy, but it might not. The **structure of this question can vary considerably** because the IEB is quite flexible when it comes to examining this broad area, requiring only 'a selection' of questions from the following areas: propaganda and advertising, critical literacy, visual literacy, dictionary skills and grammar in context. So remain calm if the composition of Questions 5 and 6 differs from the customary structure outlined in this resource.

Question 5 usually asks approximately nine questions. You must answer all of the questions. It is typically worth 25 marks in total. The questions that make up Question 5 will usually be inferential and evaluative (rather than literal) in nature and will require you to identify and analyse the following elements of visual and written messages:

SAMPLE SECTION NOT FOR REPLICATION

Critical and visual literacy skills:



How to tackle Question 5

Step 1: Study the texts.

Before you start examining the texts themselves, check to see whether the source or creator of each has been provided; in other words, who it was created by, where/when it was published and the intended audience. This information should give you clues about what to expect when you start assessing the actual image, for example, the socio-political and cultural viewpoints of the creator or publisher.

Timing tip: Question 5 is typically worth around 25 of the 100 marks available, which means you should spend roughly 45 minutes on the task (25 per cent of your allocated three hours or 180 minutes).

Here is how we propose you use the time:

Task	Minutes
Study the texts.	7.5
Read the questions.	7.5
Re-evaluate the texts.	5
Answer the questions.	20
Proofread your answers.	5
	45

Next, carefully deconstruct each text. If it is an advertisement, review its format/layout and tone, as well as its subject. If it is a cartoon, assess the characters, the scene/background/setting and the language and punctuation being used. If it is a photograph or picture, examine its composition, its focal point and the elements being used to create perspective and its visual structure.

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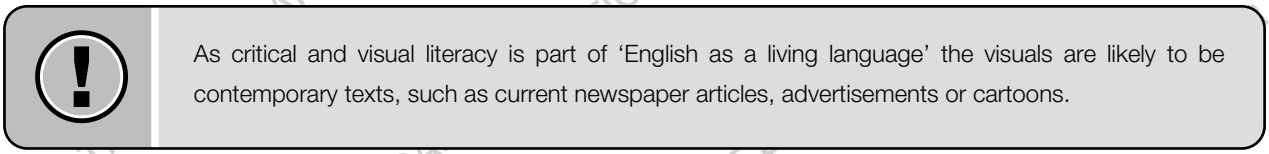
Make notes while you assess the texts as this encourages you to think about their messages. Interrogate the text by asking yourself questions as you engage with it, such as: *What is its message or big idea? What details have been highlighted or omitted and how has this altered its meaning? What figurative, rhetorical or literary devices (e.g. puns, sarcasm, caricatures, understatements, wit, hyperbole, contrast, irony, satire, paradox, antithesis and anti-climax) are being used and what effect do these have on its meaning? Is it making an emotional appeal? What techniques and/or stylistic devices are being used to persuade or manipulate the audience?*

Once you have established the explicit and/or implicit (inferred) message being communicated by the visual, consider your own understanding of the subject or issue. *Do you agree or disagree with the message or meaning of the text? Has it successfully persuaded or motivated you to act? Has it changed your mind about the issue?*

Three-step process for analysing materials:



As critical and visual literacy is part of 'English as a living language' the visuals are likely to be contemporary texts, such as current newspaper articles, advertisements or cartoons.

Step 2. Read the questions.

Once you have 'primed' or prepared yourself by deconstructing the texts — which will have encouraged you to start thinking about the subject and triggered any prior knowledge you might have regarding it — read through the questions carefully.

Make sure that you understand what is being asked in each question. Remember that the questions can also be illuminating: an aspect of one of the texts that you may have missed or not understood can sometimes be made clearer through a question about it, which may also help you to see the text in a different light. Also, use the questions to establish the information you should prioritise and on which you will need to focus when you re-evaluate the texts in detail.

Step 3. Re-evaluate the texts.

Review and reassess the texts with the questions in mind. Resist the temptation to skip this step because you now know on what to focus and are likely to notice more details and perhaps have new insights as a result. As you conduct this final analysis, remain alert to the implications of the medium of each text (i.e. the purpose of this media format), the message of each text (i.e. what is being communicated) and the meaning of each text (i.e. why this message is being communicated: what it is suggesting explicitly and/or what it is implying, plus your response to the text: what it means to you).

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Step 4. Answer the questions.

Read and analyse each question carefully. Make sure you understand what is being asked. Identify the task word (i.e. the instruction) in the question. Common task words include 'consider', 'discuss', 'explain' and 'identify' (see the table of task word descriptions on p.107). Consider the mark allocation of the question and make sure that you provide an adequate response. The more complex or involved the question, the higher the mark allocation. If a question is worth three marks, for example, it often means that there are three 'parts' to the answer or three reasons that need to be given.

> Remember to make sure you refer to the right texts in each response as different questions will refer to different texts and different combinations of texts.

Step 5: Proofread your answers.

Before you rush on to Question 6, read over your answers again. Check for misspellings and mistakes in grammar, punctuation and usage. You might be surprised at how many little errors creep in when you are writing your answers, and it seems a shame to let unwitting or careless errors cause you to lose precious marks.

Subvertising

Subvertising, a portmanteau of the phrase 'subverting advertising', is a visual and performative form of street art that seeks to 'challenge and subvert the aggressive intrusion of commercial advertising into the physical spaces we inhabit'. It is a form of creative resistance against the visual polluting of our physical environments. Subvertisers believe that you have the right not to be the target of advertising in shared public spaces.

© pcgamez (Reddit)

© Universal Pictures

A still from the 1988 movie, *They Live*, in which an unnamed drifter discovers through special sunglasses that the ruling class are aliens concealing their appearance and manipulating people to consume, breed, and conform to the status quo via subliminal messages implanted in mass media.

The recent rise in the popularity of subvertising is linked to a growing dissatisfaction with the influence that both corporate and political forms of mass media exert over every aspect of our modern lives: from how we feel about ourselves and our bodies, and our understanding of gender, race and class, through to our perception of others and the world in which we live.

As graphic artist Bill Posters, who has written a guide to creating such art called, *The Street Art Manual*, explains: 'Subvertising stops the one-way flow of corporate bulls*!t at us'.

Next: Work through a practice critical and visual literacy question that we have annotated to help and guide you.

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Question 5a: Annotated practice question

Review what you have learnt and assess your current critical and visual literacy skills by working through this practice question, which has been annotated with useful hints and tips. Check your answers against the Paper I: Question 5a marking memorandum in the companion Suggested Answers *booklet to assess your strengths and weaknesses.*

Question 5: Critical and Visual Literacy

Refer to **TEXT 4a** (on page 83) and **TEXT 5a** (on page 84). Examine all the texts before attempting to answer the following questions.

Pay particular attention to the **texts** to which you will be required to refer in your answers. It is usually a good idea to study these texts first before reading through the questions.

Refer to **TEXT 4a**.

Note the text to which these questions refer.

5.1 Comment on what the visual and verbal details of the advertisement suggest about the demographics, values and attitudes of the intended audience. (3)

Note the three aspects of the target audience specified in the question as details like this confirm on what you should focus your commentary.

5.2 Explain how the visual elements of the advertisement support the advertiser's slogan: 'WE ARE OUR ~~ANCESTORS~~' WILDEST DREAMS'. (4)

This mark allocation suggest you should substantiate your answer by identifying at least three visual elements in your response.

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5.3 Given that there is only a solitary female pictured in the image, suggest why the advertiser has chosen to use the pronoun 'WE' instead of 'I'. (2)

Remember that you will probably be asked questions that relate to the use of language, punctuation and grammar in Question 5, as well as Question 6.

5.4 Explain the function of the apostrophe at the end of the word 'ANCESTORS'. (1)

5.5 Explain the significance of the word 'ANCESTORS' being struck through/crossed-out, and suggest why the advertiser has chosen to do so. (3)

SAMPLE SECTION NOT FOR REPLICATION

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5.6 How would the meaning of the slogan shift if the advertiser had chosen to omit the word 'ANCESTORS' instead? (2)

Note that the mark allocation suggests you need to explain the current (inferred) meaning as well as what the meaning would become after the proposed adjustment.

5.7 Refer to the following extract and answer the question that follows:

> The phrase 'I am my ancestors' wildest dream' is a powerful statement of black identity and pride. For most indigenous Africans, their connection to ancestry and heritage is intertwined with personal and community identity. The phrase is synonymous with ambitious, successful young black adults […] When most black Africans buy cars - luxury or not - they announce it with pride to their ancestors to protect them and drive with them on this journey of access.
>
> [Adapted from https://www.timeslive.co.za/ideas/2023-01-12-dear-bmw-i-am-my-ancestors-wildest-dream/]

How does this opening sentence frame the statement used in the advertisement?

What does the extract suggest about the importance or relevance of ancestral connection?

How does this example directly challenge the attitude the advertisement suggests successful young Africans have?

Taking the opinion expressed in the extract into consideration, how might the advertisement be perceived differently from the way its creator presumably intended it to be? (3)

How might people who believe in an ancestral connection respond to the advertisement? How about people who do not have such beliefs, but who still have respect for traditional cultural norms and those that do have such beliefs?

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Refer to **TEXT 5a**.

Note the text to which these questions refer.

5.8 Explain the meaning of the advertiser's slogan: 'WE ARE ~~GOING TO MAKE THEM~~ PROUD OF US'. (3)

Refer to **TEXT 4a** and **TEXT 5a**.

Note the texts to which this question refers.

5.9 Refer to the following extract and answer the question that follows:

> #GENERATION**JOY** reject traditional status symbols and believe luxury is a state of mind. They embrace rebellious joy [and] break away from antiquated expectations and social norms. Choosing joy is seen as an act of resistance in a world filled with so much pain and trauma.
>
> [Adapted from https://www.bizcommunity.com/Article/196/423/231719.html]

Note how an **extract** will typically guide you on how to construct your response. In this instance, the extract offers a detailed explanation of the 'values and attitudes of the target audience', which you can use to inform your evaluation of which text is more effective. On other occasions, an extract may guide you by subverting or challenging the text(s) you are assessing.

Explain which advertisement is more effective in conveying the values and attitudes of the target audience: GENERATIONJOY. Refer to the **extract** and the choices and placement of visual and verbal details in both **TEXT 4a** and **TEXT 5a** to support your response. (4)

Note the criteria specified in the instructions, which suggest you need to decide which advert is the more effective due to: choice of visual details (one mark), positioning of visual details (one mark), choice of verbal details (one mark), positioning of verbal details (one mark).

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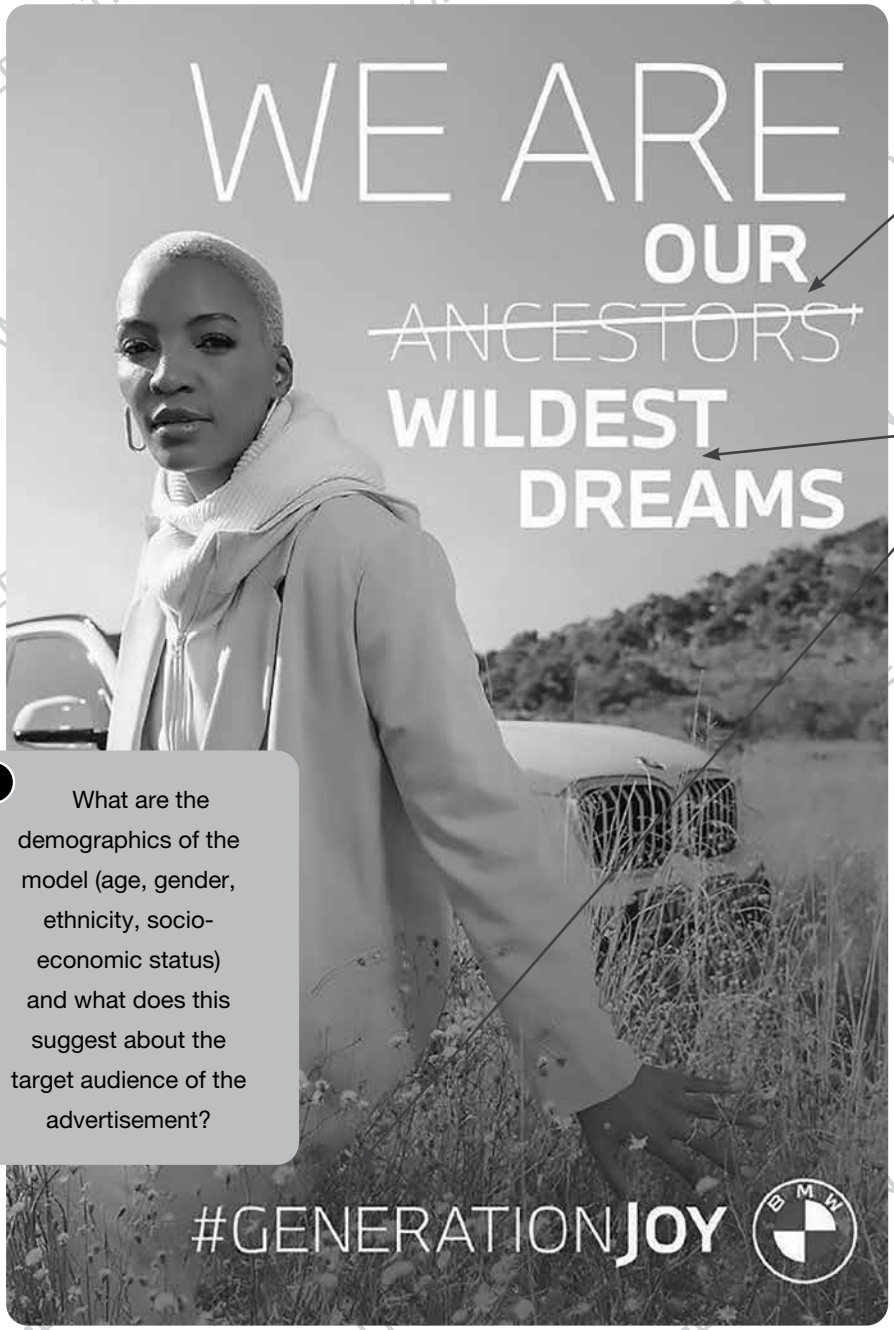
Remember to analyse the following elements: (1) visual (model and pose, clothing, location or setting, background and foreground etc.), (2) structural (layout, font type and size etc.) and (3) linguistic/verbal (diction, register, style, rhetorical devices, punctuation etc.).

What is the subject of the visual? What does this suggest about the focus of the advertisement?

Text 4a



What does this slogan mean? If it is the internal monologue of the model, what does it suggest about the values and attitudes of the target audience?

How do these two verbal details (at the top and bottom) relate to each other? What does this suggest about the message of the advertisement?

What does the posture or body language and facial expression of the model suggest about her emotional state and attitude?

What are the demographics of the model (age, gender, ethnicity, socio-economic status) and what does this suggest about the target audience of the advertisement?

How easy is it to establish the product or service being sold? What does this suggest about the brand and the target audience of the advertisement?

[Source: BMW/Wunderman Thompson SA]

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Text 5a

What frames the foreground of the visual? What does this suggest about the focus of the advertisement?

Whose point of view is being emphasised by the image?

[Source: BMW/Wunderman Thompson SA]

What does the posture or body language and facial expression of the model suggest about her emotional state and attitude?

What does this slogan mean? How does it compare with the slogan in **TEXT 4a**? Do the two slogans convey exactly the same message or is there a subtle, but significant difference between them?

Revision checklist	✔
Did you answer all of the questions?	
Did you take 40-45 minutes to complete this question?	
Did you re-read and proofread your answers?	

Check your answers against the Paper I: Question 5a marking memorandum in the companion *Suggested Answers* booklet.

Next: Test your skills by working through a critical and visual literacy practice question without assistance.

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Question 5b: Practice question

Evaluate and refine your critical and visual literacy skills by working through this practice question without assistance. Check your answers against the Paper I: Question 5b marking memorandum in the companion Suggested Answers *booklet to pinpoint your strengths and weaknesses.*

Question 5: Critical and Visual Literacy

Refer to **TEXT 4b** (on page 89), **TEXT 5b** (on page 89) and **TEXT 6b** (on page 90). Examine all of the texts before attempting to answer the following questions.

Refer to **TEXT 4b**.

5.1 Consider the following from **TEXT 4b**:

> EVERY 60 SECONDS A SPECIES DIES OUT.
>
> EACH MINUTE COUNTS, EACH DONATION HELPS: BUND. NET

5.1.1 Explain how the choice of sentence structure is effective in conveying the message of the advertisement. (2)

5.1.2 Explain how the verbal detail reinforces the visual message of the advertisement. (2)

5.2 Discuss whether the simplicity of the layout strengthens or undermines the seriousness of the advertiser's message. Motivate your response with specific reference to both visual and verbal details in the advertisement. (3)

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5.3 To what extent can this advertisement be considered animal extinction propaganda? (3)

Refer to **TEXT 5b**.

5.4 Consider the following verbal detail from **TEXT 5b**:

> The future is man made.

Explain why the use of 'man made' is grammatically incorrect, and suggest why the advertiser may have chosen to make such an error deliberately. (2)

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5.5 Consider the following sentences:

A. The future is man made.

B. The future is man made?

Suggest whether the use of a question mark would have been more effective in the advertisement. Refer to both Sentence A and Sentence B in your response. (2)

5.6 Discuss the use of irony in the advertisement and how it helps to shape the reader's response to it. (3)

Refer to **TEXT 6b**.

5.7 Explain the visual contrast used in the advertisement and how it provokes its audience. (3)

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Refer to **TEXT 4b**, **TEXT 5b** and **TEXT 6b**.

5.8 Critically discuss which advertisement is more effective in conveying the danger humanity poses to animals. Refer to visual and verbal details from all three texts to support your answer. (5)

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Text 4b

Text 4b: Verbal detail:

EVERY 60 SECONDS A SPECIES DIES OUT.
*EACH MINUTE COUNTS, EACH DONATION HELPS: BUND. NET**

* BUND is the Federal Government for Environment and Nature Protection in Germany.

Text 5b

Text 5b: Verbal detail:

The future is man made.

Within 10 years all wild rhino populations could be gone forever. What happens next is up to us. Even small changes to the way you live can make a big difference. Become a Futuremaker and help WWF create a better world for every living thing.

www.thefutureismanmade.com.au

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Text 6b

Text 6b: Verbal detail:

HORRIFYING	MORE HORRIFYING
EXPLOITING THE ECOSYSTEM ALSO THREATENS HUMAN LIVES. **WWF.** FOR A LIVING PLANET **wwf.org**	

Revision checklist	✔
Did you answer all of the questions?	
Did you take 40-45 minutes to complete this question?	
Did you re-read and proofread your answers?	

Check your answers against the Paper I: Question 5b marking memorandum in the companion *Suggested Answers* booklet.

Next: Prepare for Question 6 by reviewing what you are likely to be asked and how the language skills question should be tackled.

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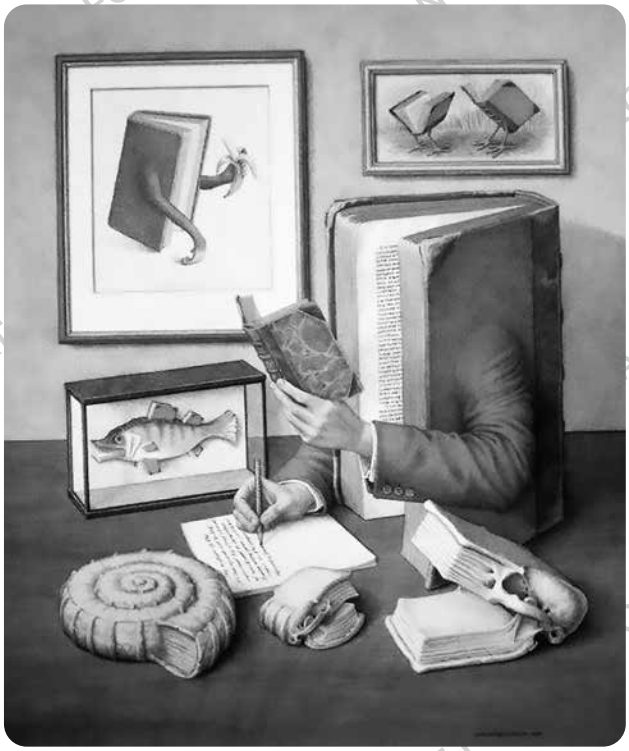
Question 6: Language skills

Question 6 is designed to assess your language skills; in other words, how well you can correct the grammar, punctuation and register used in a piece of writing, and refine the text further using techniques like synthesis (sentence combining). It will, typically, consist of between five and eight questions that refer to at least one text. This section will help you to prepare for Question 6 by outlining what you can expect to encounter and suggesting how to tackle the types of questions you are likely to be asked.



© Jonathan Wolstenholme

The task of editing a piece of writing might seem tedious, but it is an integral, indispensable part of the writing process. Everyone makes mistakes when writing. Possessing sound language skills will help you to recognise these errors and ensure that what you mean to communicate is, in fact, being conveyed. Good language skills will help you avoid making mistakes in personal and professional exchanges that can lead to embarrassment, lost opportunities and even legal action.

What can you expect?

Question 6 will normally start by asking you to refer to at least one 'Text', either presented as part of the question or in the accompanying 'Insert' (see p.13 for more information about the structure of Paper I). The text is often a graphic, for example, a **cartoon**, but it might not be. If the text is a

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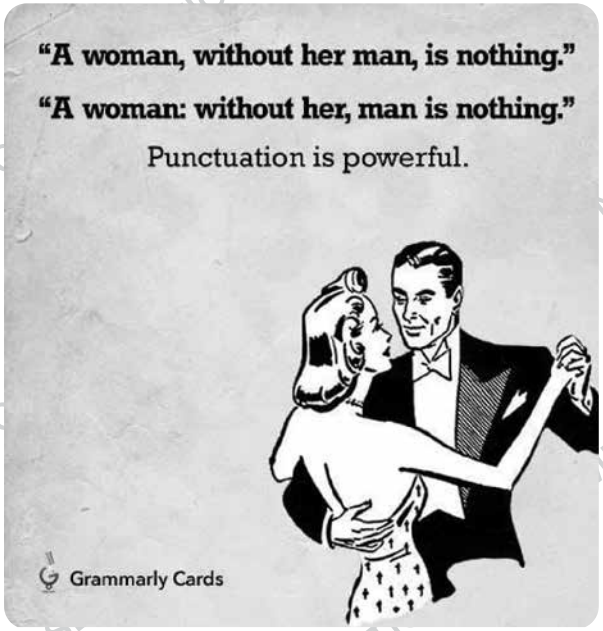
written passage, it will usually be less than 400 words in length. The question may also refer to more than one text. If it does, the additional text will often be an extract from a newspaper or a definition from a dictionary.

> Question 6 often features a **cartoon** as the main text because this format enables a diverse range of questions to be asked. Additional texts are often newspaper extracts because this format is both contemporary and ideal for asking language and editing skills-related questions. Dictionary definitions are also regularly used because this question also seeks to test dictionary skills.

Like Question 5, the structure of Question 6 can vary considerably because some language skills, such as the use of appropriate punctuation, may have been set earlier/elsewhere in the examination paper. If so, this question may be worth less than 10 marks. Again, the main thing is to remain calm and read the instructions carefully if the composition of Question 6 differs from the customary structure outlined here.



Skills revision checklist	✔
Parts of speech (e.g. noun, pronoun, adjective, verb, adverb, preposition, conjunction, and interjection)	
Punctuation (e.g. commas, full stops, apostrophes, parentheses, and quotation marks)	
Tense and concord (e.g. past, present, future, and concord of number, person, gender)	
Figurative language (e.g. idioms, idiomatic expressions, proverbs)	
Speech (e.g. direct and indirect)	
Voice (e.g. active and passive)	
Dictionary skills (e.g. roots, prefixes and suffixes, denotation, connotation and implied meaning)	
Thesaurus skills (e.g. synonyms, antonyms and paronyms)	
Etymology (e.g. how words are coined, borrowed and change meaning)	
Common errors (e.g. split infinitives, sentence fragments, dangling modifiers, pronouns, plurals)	
Common confusions (e.g. polysemes, homophones and homonyms)	
Abbreviations (e.g. acronyms, initialisms and portmanteau words)	

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How to tackle Question 6

Step 1: Scan/skim read the text.

Prime or prepare yourself by scan/skim reading the text specified in the instructions to identify the main idea(s). Check to see whether the source and/or creator has been provided; in other words, who it was created by and where/when it was published. This information should give you clues about what to expect when you start assessing the text in detail, for example, the intended audience and the socio-political and cultural viewpoints of the creator and/or publisher.

Timing tip: Question 6 is typically worth around 10 of the 100 marks available, which means you should spend roughly 15-18 minutes on the task (10 per cent of your allocated three hours or 180 minutes).

Here is how we propose you use the time:

Task	Minutes
Scan/skim read the text.	2
Read the questions.	2
Study the text carefully.	2
Answer the questions.	10
Proofread your answers.	2
	18

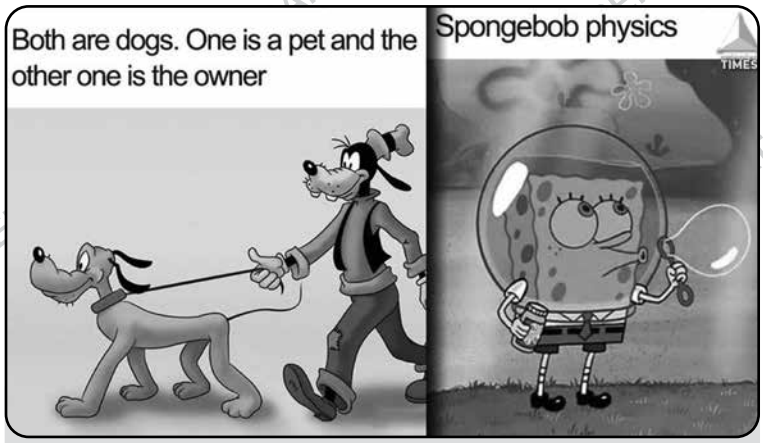
Step 2: Read the questions.

Read each question carefully and make sure that you understand exactly what is being asked. The questions can also be illuminating: a point you may not have understood in the text can sometimes be made clearer through a question about it, which may also help you see the text in a different light. Also, use the questions to establish the information you should prioritise and on which you will need to focus when you study the text again.

Step 3: Study the text carefully.

Read the text again. Resist the temptation to skip this step and start answering the questions immediately because each time you assess the text you will notice more details and perhaps have new insights.

If the text is a cartoon, examine the characters being portrayed. Do you recognise them? If so, what do you know about them? Pay particular attention to their facial expressions, body language and clothing. Assess the setting of the cartoon or where it is taking place. Is the setting being used to help convey a particular humorous or satirical point? Use the style of drawing, characters and setting to deduce the genre of the cartoon. What does the genre suggest about the cartoonist's intention? Review the words used in the cartoon, including its heading and any captions, slogans and speech bubbles. What message or meaning are the words being used to convey?



Remember that cartoons may be illogical and defy the laws of physics to make a funny or poignant point.

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Are the words concise, witty, clever or thought-provoking? Pay close attention to the language as you are likely to be asked questions on this.

If the text is a written passage, approach it the same way you would a comprehension or contextual question. Think about what you are reading and ask yourself questions. *What is the author trying to say? What is the message or big idea behind the piece? Do I know something about this topic already? How would I explain this to a friend? Do I agree with the author?* Pause at the end of each paragraph and reflect for a minute on what you have just read. Highlight important ideas and information and take notes while you read as this encourages you to think about the material.

Step 4: Answer the questions.

As always, read and analyse each question carefully. Make sure you understand what is being asked. Identify the task word (i.e. the instruction) in the question (see the table of task word descriptions on p.107). Consider the mark allocation of the question and make sure you provide an adequate response.

> **!** Double-check your understanding of each question before you start formulating and writing your response. **It is easy to misinterpret questions at this stage.** Question 6 often features questions that are more complex than they appear at first glance and the feeling of 'time running out' can make you start rushing your responses. Work as quickly as needed, but keep calm, take deep breaths and double-check your understanding. Remember that students regularly lose marks for not answering the actual question being asked.

Step 5: Proofread your answers.

Hopefully, you have managed your time well and have a minute or two to read over your answers again. As usual, check for misspellings and mistakes in grammar, punctuation and usage. This is commonly a time for little errors to creep in and, as always, it seems a shame to let unwitting or careless errors cause you to lose precious marks.

Next: Work through a practice language skills question that we have annotated to help and guide you. ☞

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Question 6a: Annotated practice question

Review what you have learnt and assess your current language skills by working through this practice question, which has been annotated with useful hints and tips. Check your answers against the Paper I: Question 6a marking memorandum in the companion Suggested Answers *booklet to assess your strengths and weaknesses.*

Question 6: Language

Refer to **TEXT 6a** (on page 97) and answer the following questions.

In what context is this word often used, and what does it usually imply? What expectations might the reader develop from reading this word right at the start of the article?

Refer to paragraph 1.

6.1 Evaluate the use of the word 'unregulated' (line 2) in the first sentence and discuss its impact on the reader. (2)

Remember that 'syntax' refers to the arrangement of words.

6.2 Identify and correct the syntactic error in the third sentence (lines 4-6). (1)

Note the mark allocation, which suggests you need to identify the metaphor (one mark), explain what the imagery means (one mark), and explain why the author has used this imagery in the context of the article (one mark).

Refer to paragraph 2.

6.3 Identify and explain one of the metaphors used in the first sentence (lines 7-9), and suggest the intended meaning of the comparison being made. (3)

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6.4 Identify and correct the common error in the second sentence (lines 9-12). (1)

Refer to paragraph 3.

6.5 How would replacing the word 'misinformation' (line 14) in the first sentence with the word 'disinformation' shift the meaning of the sentence? (2)

Use the meaning of the prefixes 'mis' and 'dis' as clues if you do not know the two distinct meanings of the words.

6.6 Explain the function of the quotation marks (line 15) in the first sentence. (1)

Remember that quotation marks are not just used to indicate direct speech or dialogue.

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Text 6a

Pay attention to the **title**, remembering that it will often summarise the ideas or argument presented in a text.

Teens on social media are the new frontier for political influence

The unregulated influence industry poses great societal and political risks to our democracy starting with our children. Teens are the new frontier of constantly competing political powers. These powers infiltrate all types of communications platforms to collect their data, learn their behavio[u]r, and adapt content to redefine truths and their shape views.

Today more than ever before, young teens are forced into politics through tailored content aimed at wiring their brains into [becoming] long[-]term supporters of a political group or agenda. Young teens are the targets and recipients of ongoing propaganda at a time when they have yet to fully gain the knowledge and analytical skills necessary to identify truthful information, recogni[s]e manipulation, and build their positions freely.

As parents, we can limit screen time and consistently raise awareness of misinformation, but screens are everywhere… teens are never far away from a Tiktok video portraying "alternative facts", deep fakes, supremacist brainwashing and[/or] a redefinition of long held truths.

[Source: https://www.linkedin.com/pulse/teens-social-media-new-frontier-political-influence-benomar-maxwell]

Pay attention to the use of **figurative language**, such as idioms, idiomatic expressions and metaphors, as you can expect to be asked questions about such usage (i.e. what idea is the writer trying to convey using such language)?

Take note of the use of **punctuation**: why has the writer used it? What meaning does it convey? How has it modified the meaning of the words? Has it been used appropriately?

Remember to remain vigilant for common errors, such as dangling modifiers, split infinitives, errors of word order and concord etc., as you are likely to be asked to identify and correct these.

Revision checklist	✔
Did you prepare by scan/skim reading the text first?	
Did you answer all of the questions?	
Did you take 15-18 minutes to complete this question?	
Did you re-read and proofread your answers?	

Check your answers against the Paper I: Question 6a marking memorandum in the companion *Suggested Answers* booklet.

Next: Test your skills by working through a language skills practice question without assistance.

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Question 6b: Practice question

Evaluate and refine your language and editing skills by working through this practice question without assistance. Check your answers against the Paper I: Question 6b marking memorandum in the companion Suggested Answers *booklet to pinpoint your strengths and weaknesses.*

Question 6: Language

Refer to **TEXT 7b** (on page 100) and answer the following questions.

Refer to **TEXT 7b**.

6.1 Consider the following dictionary definition:

> **Paraprosdokian**
>
> (/pærəprɒs'doʊkiən/)
>
> A figure of speech in which the latter part of a sentence or phrase is surprising or unexpected.
>
> [Source: www.merriam-webster.com]

Identify the paraprosdokian in **TEXT 7b**, and comment on how it causes the reader to reinterpret the sentence or phrase in which it appears. (3)

6.2 Consider the following sentence:

> This is a representation of how far retouching apps can distort beauty.

6.2.1 Explain whether or not the word 'apps' is an acronym. (2)

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6.2.2 Comment on how the meanings of the verb 'distort' amplify the message in the text. (3)

6.3 Identify and correct the dangling modifier in the text. (2)

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Text 7b

Text 7b: Verbal detail:

Face editing removes blemishes, freckles and confidence.

This is a representation of how far retouching apps can distort beauty. Harmful and readily available, 80% of girls are already using them by the age of 13. It's no wonder their perception of beauty and their self-esteem are so distorted. Help reverse the damage. Download our new Social Media Confidence Kit.

Dove.com/confidence

Revision checklist	✔
Did you prepare by scan/skim reading the text first?	
Did you answer all of the questions?	
Did you take 15-18 minutes to complete this question?	
Did you re-read and proofread your answers?	

Check your answers against the Paper I: Question 6b marking memorandum in the companion *Suggested Answers* booklet.

Next: Prepare for Paper II by reviewing what you are likely to be asked and how literature essays and transactional writing tasks should be tackled.

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Preparing for Paper II

Introduction to Paper II: Writing

Paper II is a three-hour examination worth 100 marks or 25 per cent of the total English Home Language assessment. It is designed to test your ability to create meaningful texts across a wide variety of formats; in other words, it assesses how well you can apply different formats, styles and registers when writing for different purposes and audiences. It will, typically, consist of eight questions spread over two sections (literature and transactional writing). This section of the resource will help you to prepare for Paper II by outlining what you can expect to encounter.

Your ability to read and decipher texts created by others was tested in Paper I; however, it is not enough just to be able to understand the texts written by others; you also need to be able to create your own texts that communicate your thoughts and ideas coherently. To succeed professionally and personally, you need to be able to construct a wide variety of meaningful and appropriate texts, such as formal letters and emails, rhetorically credible speeches, persuasive editorials and articles, and informal yet expressive blog entries and other posts. This is why there is a Paper II in the examination: to assess your ability to create a variety of written texts that accurately express your intended meaning using appropriate linguistic styles and formats.

Accordingly, in Paper II, the IEB presents you with a series of compulsory and optional questions in order to provide you with opportunities to demonstrate your ability to craft written texts, including literary essays of around 600 words in length and short transaction pieces of around 250 words in length.

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Is the pen mightier than the sword?

The expression 'the pen is mightier than the sword' was coined in 1839 by Edward Bulwer-Lytton in his play *Richelieu; Or the Conspiracy.* The phrase is uttered by the protagonist of the play, Cardinal Richelieu, in recognition of the power of the written word to influence and manipulate others. At first, Richelieu is dismayed that his Holy Orders prevent him from murdering his enemies, but then he appreciates that he can use written words to turn society against them and to draft decrees and laws to punish them instead. The expression captures the idea that influencing the hearts and minds of people using publicity/propaganda can be a more effective and powerful tactic than coercing people using physical force.

© Petite Potato (Tumblr)

An artist's impression of the red-robed Cardinal, who was known for his iron will, steely determination, and commanding presence.

What skills are being tested?

The skills tested in Paper II are categorised into two groups: *Writing and Presenting* skills and *Language* skills. *Writing and Presenting* skills relate to your ability to communicate functionally and creatively through writing. From this perspective, the goal of Paper II is to assess how competent and versatile a writer you are, by testing how well you can develop different texts for a variety of purposes. The process the IEB is expecting you to be able to demonstrate competency in performing is as follows:

Writing and Presenting skills:

1. Plan*

Use planning skills (concept maps,spider diagrams, outlines etc.) to tailor your ideas and writing for a specific purpose, audience, and context

- What format is required?
- What is its purpose?
- For what audience is it being created?

2. Draft

Use advanced writing strategies and techniques (stylistic and rhetorical devices, sentence types, paragraphs, conjunctions, pronouns and adverbs etc.) for first drafts

- What register is expected?
- What linguistic style is appropriate?
- How should it be structured?

3. Revise

Reflect on, analyse and evaluate your own work (content, style, register, diction, editing etc.) and present a polished, appropriate final product

- Is the message communicated clearly?
- Is it persuasive/credible?
- Is the length appropriate?

* Marks are no longer awarded for planning directly, but planning remains a crucial step in the development of a successful piece of writing.

As discussed in the introduction to Paper I, *Language* skills relate to your ability to use language structures and conventions appropriately (see page 12 for further information about the *Language* skills requirements). These abilities are tested in both examination Papers because they are foundational skills and underpin all other aspects of reading and writing.

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What can you expect?

The structure of Paper II can vary slightly, particularly with regard to Section B (short pieces of transactional writing), but it will, typically, consist of eight questions spread over two sections.

Typical structure:

Q No:	Name:	Description:	Marks:
		SECTION A: Literature	
1	Literary essay (Shakespeare)	Compulsory and sophisticated, intertextual question requiring a 600-word essay response.	30
2, 3, 4 & 5	Literary essay (Novels)	Choice of essay topics (usually two on each novel) requiring a 600-word essay response.	30
		SECTION B: Transactional writing	
6	Short Piece 1	Compulsory question requiring a response of approximately 250-300 words to an imaginary scenario and one or more accompanying texts.	20
7 & 8	Short Piece 2	Choice of question (usually two) requiring a response of approximately 250-300 words to an imaginary scenario and one or more accompanying texts.	20
		Total:	**100**

As noted already, the structure of Paper II can vary. There might be six or eight questions. This is because the IEB is flexible when it comes to Section B and examining your transactional writing skills. Usually, though, Question 6 will consist of one compulsory question and Questions 7 and 8 will offer a choice between two optional questions. If the Paper follows this format, you will be required to answer Question 6 and **either** Question 7 **or** Question 8.

Timing tip: Paper II is worth 100 marks and you are given three hours or 180 minutes to complete all of the questions. Using the mark allocations for each question as a guide, the following table suggests how much time you could spend on each question:

Q No:	Marks:	Mins:
1	30	54
2, 3, 4 or 5	30	54
6	20	36
7 or 8	20	36
	100	**180**

It is not unprecedented, however, for Question 6 to offer four questions and to ask you to answer two from the selection. In short, remain calm if the composition of Section B (Questions 6, 7 and 8) differs from the structure outlined here. Simply read the instructions on the front page carefully, check the mark allocations and adjust the time you spend on each question accordingly.

Next: Prepare for Question 1 by reviewing what you are likely to be asked and how the Shakespearean literary essay question should be tackled.

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Section A: Literature

Question 1: Literary essay (Shakespeare)

Question 1 is designed to test two aspects: your understanding of the Shakespearean text under consideration and your essay writing skills; in other words, how well you can write about a topic related to the text in a knowledgeable, coherent and focused way. It will, typically, consist of a sophisticated, intertextual question that will require you to discuss the links between different materials in your response. This section will help you to prepare for Paper II: Question 1 by outlining what you can expect to encounter and suggesting how to tackle this type of question.

Writing essays is one of the best ways of improving your ability to think and communicate. It is an involved process that requires sustained concentration, methodical analysis and careful reasoning. By training you to think deeply and express your ideas precisely, essay writing helps you form deeper insights and better reasoned, more persuasive arguments. These are important skills that you will draw on all the time, both professionally and personally, whether you are advancing your career by creating impressive professional reports, advocating for social change by crafting persuasive, influential documents, or using your skills to gain clarity and insight into your personal feelings and perspectives.

Scan this QR code to access a 15-minute focused lesson on **writing a literary essay**.

Password: essays123

© Robert Martineau (Tate Gallery, London) (Wikiart.org)

A substantial piece of writing, a literary essay is expected to be around 600 words in length. It should be an integrated and interconnected discussion that develops a clear, convincing argument and not a rambling, disjointed collection of your thoughts regarding a topic.

It is important to plan your essay thoroughly before you start writing your response. Doing so will improve your marks by helping you to clarify your ideas and to structure your argument logically. If you plan your essay properly, it can feel as if it almost writes itself.

> **!** When you are writing a literary essay, you are writing an argumentative, analytical essay. Topics are often provocative comments about the text you have studied. You are required to demonstrate that you understand the topic fully, and then explore its relevance to the text as a whole. You must adopt a clear stance of your own, and present it in substantiated detail. Acknowledgement of explicit counter-arguments is not always necessary, but an awareness of nuance and complexity is essential.

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Common types of essays:

- **Argumentative** — requires you to formulate an opinion or perspective regarding a topic, explain your reasoning and provide evidence from the text(s) to substantiate your stance. Task words for such an essay include: 'argue', 'comment on', 'motivate', 'criticise', and 'justify'.
- **Discursive** — requires you to present a balanced or objective discussion of an issue or topic by identifying the information that is relevant to each of the different perspectives or opinions regarding the issue (e.g., both arguments and counter-arguments), and exploring the relevant views in a logical, organised manner. Note that you may be asked to conclude your essay with an evaluation of the information and offer an opinion or required to provide a neutral summary of the most salient points. Task words for such an essay include: 'report', 'investigate', 'describe', 'discuss', 'explore', 'summarise', 'explain', 'illustrate' and 'distinguish'.
- **Analytical**— requires you to evaluate an issue or subject by identifying the relevant information from the text(s) and re-organising it to create an appropriate response. Task words for such an essay include: 'analyse', 'assess', 'compare', 'contrast', 'examine', 'evaluate' and 'identify'.

Some guidelines for writing literary essays:

- Keep your writing direct, lucid, and unpretentious: avoid over-complicated sentence structures and unnecessarily wordy descriptions.
- Write in the present tense using the active voice as this helps to ensure your argument is more immediate and convincing.
- Write using a formal tone and register (i.e., avoiding slang, colloquialisms, jargon, and abbreviations), as a literary essay is a piece
- of academic analysis, not creative writing.
- Remember that any statements you make should be supported with concrete, plausible examples and evidence from the text.
- Concise, accurate quotations from the text always enhance a literary essay.
- Pay attention to the required length, if it is stipulated. (In Grade 12, your essay should be approximately 600 words in length.) There
- is no need to include a word-count at the end of your essay unless you are specifically instructed to do so. You should keep your response as concise as possible, as you will be penalised if your argument strays off the topic.
- Present your essay in a neat and tidy manner as sloppy work makes a poor impression and could cost you marks, particularly if your essay is illegible or difficult to read.

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What can you expect?

Question 1 will usually start with a set of instructions regarding the essay question. Typically, there will be only one question set, but this might not be the case. It will usually be a sophisticated intertextual question that requires you to consider two or more materials, such as a quotation or other short piece of text and/or an image, before providing a response that discusses links between the provided materials and the text of the play. The question is usually presented as a 'topic for discussion' that requires you to write a discursive essay in response. The purpose of this open-ended question format is to offer you an opportunity to showcase your ability to formulate and substantiate an original, plausible opinion.The process the IEB is expecting you to be able to demonstrate competency in performing is as follows:

Essay writing skills:

1. Analyse

- interpret materials and topic provided and draw connections between these and the play
- formulate your own point of view/perspective and argument
- identify evidence from the text to substantiate your argument

2. Organise

- develop coherent ideas and arrange these using planning skills, such as mind or concept maps, diagrams, lists of key words, and flow-charts
- select main and supporting ideas effectively from the planning process

3. Construct

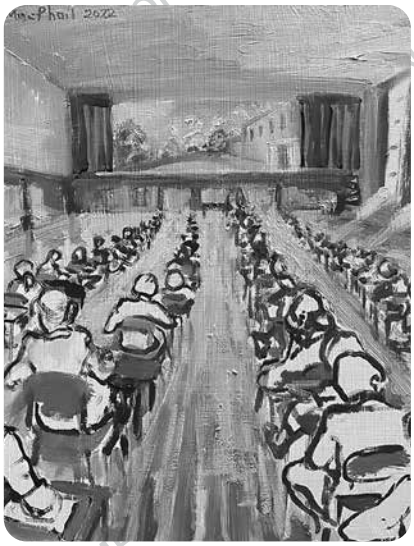
- apply paragraph conventions correctly to ensure coherence by using topic sentences, an introduction and ending, a logical progression of paragraphs, cause and effect, comparison and contrast
- use conjunctions, pronouns and adverbs to ensure cohesion
- use an active voice, direct and indirect speech, and punctuation correctly and appropriately
- prepare texts for final draft by proofreading and editing

Timing tip: Question 1 is usually worth 30 of the 100 marks available, which means you should spend roughly 50-55 minutes on the task (30 per cent of your allocated three hours or 180 minutes).

This might sound like plenty of time to write 600 words but remember that taking the time to clarify your ideas and structure your argument logically first will help ensure you are rewarded with the marks your knowledge and skills deserve.

Here is how we propose you use the time:

Task	Minutes
Analyse the question.	5
Map/brainstorm answer.	5
Formulate thesis statement.	2.5
Link ideas together.	2.5
Write response.	30
Proofread/edit your work.	5
	50



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How to tackle Question 1

Step 1: Analyse the question.

The most important thing to do when writing an essay is to read and analyse the question carefully. You need to make sure you understand clearly what is being asked. This might appear obvious, but many people misread essay questions and write an essay that is not relevant to the question and lose marks as a result.

The first step is to identify the **task word(s)** (i.e. the instructions) in the question. By way of illustration, consider the following example question:

> *Critically discuss the **role played by madness** in Shakespeare's Hamlet and the extent to which it **reveals the wider moral, emotional, and political disorder** affecting the members of the Danish court.*
>
> *Your response must refer to a minimum of **TWO** characters.*

In this example, the task word is 'discuss', which means that you are being asked to provide a collection of details about, and even evidence for or against, one or more different views or ideas.

Task words

The following list includes some of the more common task words used in essay questions and offers a suggestion on how to interpret them. These suggested interpretations should be considered as guidelines only, and your response should always be tailored to the requirements of a specific question.

- **analyse**: break down the issue or topic into its component parts and describe how each part interrelates with the others. You may also be asked to relate the parts to a central theme.
- **assess**: measure the value or importance of one or more aspects of a particular subject and describe the outcome of your assessment. You may also be asked to relate your assessment to a central issue or theme.
- **argue**: provide a logical case to prove a particular point or opinion. You may also be asked to relate your argument to a central issue or theme.
- **compare and contrast**: identify both the similarities and differences between two or more aspects of the text. You may also be asked to relate the aspects to a central theme.
- **discuss**: provide details about, and evidence for or against, two or more different views or ideas. You may also be asked to decide which views or ideas seem more accurate or more credible.
- **evaluate**: assess the value or importance of one or more aspects of a particular subject in order to reach and present an overall judgement or conclusion based upon it.
- **examine**: provide an in-depth investigation of a particular point and its implications (you may also be asked to relate the point to a central theme).
- **explain**: describe how something works or show clearly how a particular conclusion is reached logically.
- **explore**: consider an idea or topic broadly and present the related information in an organised manner, focusing on particularly relevant, interesting, or controversial points.
- **identify**: recognise the central characteristic(s) of a particular subject or issue and demonstrate how or why you have reached this conclusion.
- **illustrate**:provide a selection of examples from the text that describe, illustrate, or explain the specified topic or issue.
- **summarise**: outline the most important points, without providing any superfluous detail.

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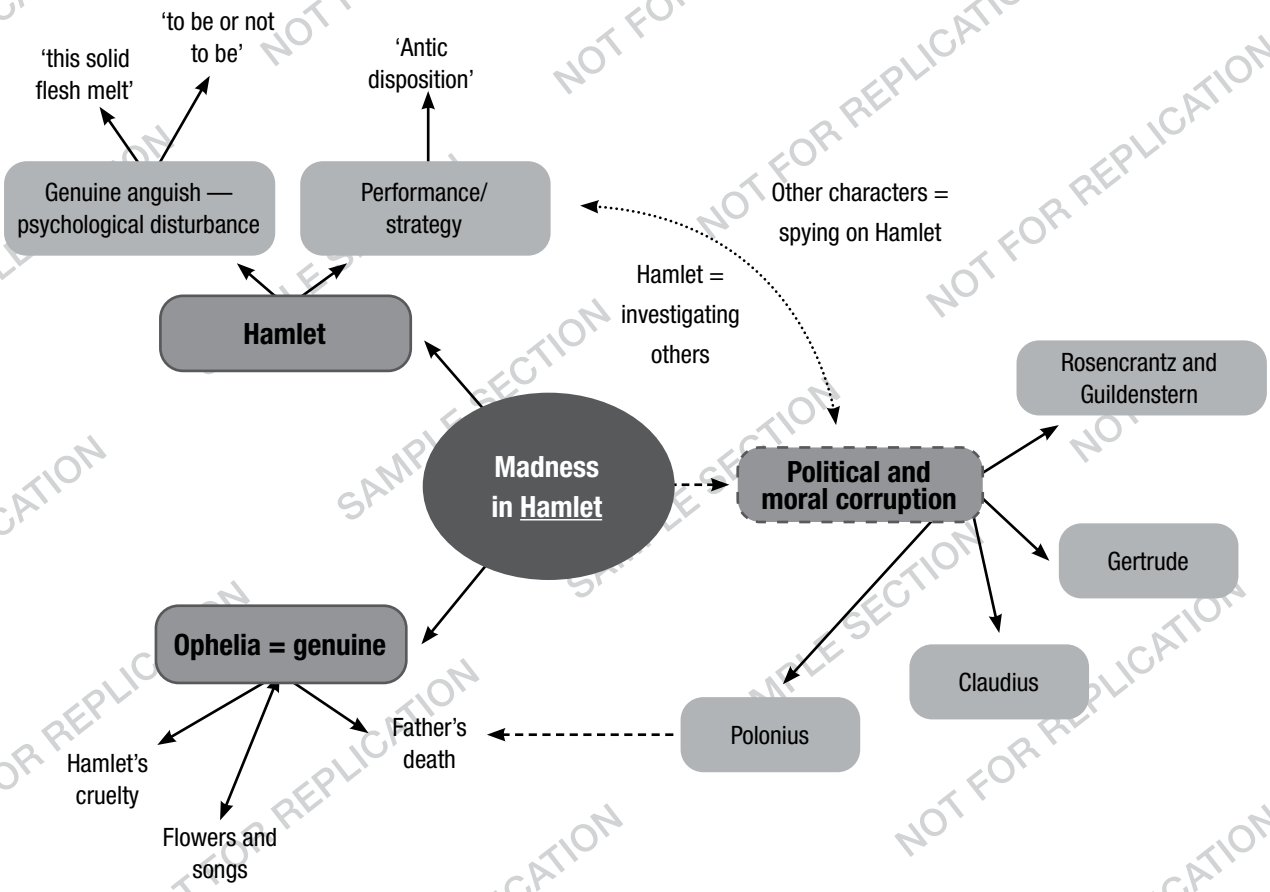
Once you have identified the task word(s), the second step is to consider the topic of the essay. The topic defines the issue or subject matter on which the essay should focus. The topic is likely to be emphasised using bold. Common topics include the characters in the text, their psychological motivations and relationships, and the author's use of language and dramatic techniques. In the preceding example, the topic focuses on the **role played by madness** in the play and the question further guides you to discuss its role from the perspective of its influence on the characters in the play.

Step 2: Map/brainstorm your answer.

You are no longer required to submit a plan with your essay and no marks are awarded for doing so; however, it is still highly recommended that you plan your response adequately. Plan your essay using any method you prefer. 'Mapping out' your response visually has been shown to be an effective way of generating, clarifying, and linking ideas. An effective technique to use is a **concept-map** (also known as a mind-map or spider-diagram). The following is a model concept-map for the example question:



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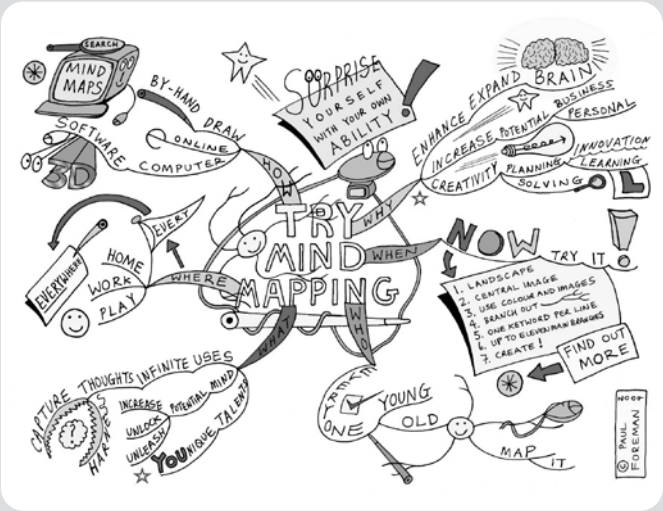
Concept maps/mind maps or spider-diagrams are a way of visualising your ideas and linking these together. The slight difference between the two techniques is that, technically, concept-maps and mind-maps are used to associate ideas freely, and spider-diagrams are used to organise and structure ideas into hierarchies. This minor difference makes concept- or mind-maps particularly useful for creatively generating or brainstorming initial ideas, while spider-diagrams are best suited to linking related ideas together and organising and planning the argument of your essay. In practice, though, scholars use either of these techniques to accomplish their goals.



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Both are easy and quick to make. You start by writing down your fundamental question or topic in the centre of a piece of paper and drawing a bubble around it. Next, write down the first idea that comes to mind (related to the main topic) in a space to the side of the paper, draw a bubble around it and a line linking its bubble to the bubble around the main topic.

If your next idea is connected or related to that idea, write it down close to your first idea and draw a line between them. If the idea is not directly related, write it in a different space to the side of the paper. Keep repeating this classification process with each idea you have.

By structuring and linking your ideas in this manner, you will create a visual map of them that you can use to plan the argument of your essay, prioritising the points you wish to make in each paragraph.

Step 3: Formulate your thesis statement.

Once you have mapped your response, it is time to formulate your **thesis statement**. Your thesis statement is the most important part of your essay. It tells your readers how you will be answering the question and what your argument will be. Put simply, your thesis statement is how you will answer the essay question, summed up in one sentence. The rest of your essay should then argue the validity of your thesis statement convincingly. Your thesis statement should be included in both your introduction and your conclusion. Imagine you have just mapped your response to the example question about the role of madness in the play and decide that *Shakespeare presents madness principally as a symptom and revelation of the wider moral and political disorder in Denmark; through Hamlet's use of an 'antic disposition', madness exposes political and moral corruption, while through Ophelia's genuine psychological collapse, it reveals the destructive emotional consequences of repression, betrayal, and the misuse of power.* This, then, is your thesis statement.

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A **thesis statement** is a very useful tool when writing an essay and will show the examiner that you have a clearly formulated argument and are not just rambling. It can be more than one sentence, if necessary, and should express the opinion/argument you are going to present clearly. A thesis statement should accomplish three things:

1. Refer to the main topic (the role of madness);
2. State the main point/thesis (Shakespeare presents madness principally as a symptom and revelation of the wider moral and political disorder in Denmark); and
3. Outline the body of the essay (through Hamlet's use of an 'antic disposition', madness exposes political and moral corruption, while through Ophelia's genuine psychological collapse, it reveals the destructive emotional consequences of repression, betrayal, and the misuse of power).

Step 4: Link your ideas together.

Once you have completed your brainstorming and formulated your thesis statement, you are ready to structure your essay by linking your ideas together to form a logical, convincing argument.

Your concept-map/plan should already highlight the links among your ideas. Now you need to prioritise them and decide in what order to present them. A simple way to do this is to number each idea on your plan. Depending on the number of ideas you have, you may need to select only the most relevant ones.

Remember that each observation you make must be substantiated with concrete evidence from the text and that the examiners will reward appropriate, accurate quotations that support your argument. If you do quote from the text, make sure that the sentence reads well and is grammatically correct. If you are uncertain about your quote, rather paraphrase examples from the text in your own words because you will lose marks if you quote incorrectly (see page 125 for guidelines on using quotations).

Step 5: Write your response.

Once you have prioritised and organised your ideas, you can structure your argument and essay. There are three distinct parts to an essay that you should keep in mind when structuring: the introduction, the body, and the conclusion.

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A: The introduction

First impressions count! An intelligent, well-written, and attention-grabbing introduction is crucial. Your introduction should tell your reader what to expect from your essay. You need to state (i) what you will be arguing and (ii) how you will be arguing it. Be sure to include your thesis statement and a short 'preview' of what you will be covering in the body of your essay.

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It is often a good idea to use key words from the topic question in your introduction as this shows that your argument is focused and relevant, but avoid copying the wording of the question too closely because this suggests a lack of imagination and/or personal perspective on the text.

While your introduction is the first thing your marker will read, it does not have to be the first thing you write. It often helps to write the body of your essay first so that you know what needs to be previewed when you write your introduction.

B: The body

The body of your essay will be the section in which you convince the reader of your argument by substantiating your thesis statement with analysis and examples from the text. The body will consist of several paragraphs (depending on your word count), each of which expresses one point, which you then explain and support with textual evidence.

When constructing the body paragraphs, you will find that it is useful to keep the **P-E-E-L model** in mind:

P **'P'** represents the **Point** sentence of your paragraph, which summarises the main point of that particular paragraph. Remember, you should be making only one major point per paragraph.

E **'E'** represents your **Evidence**; in other words, the examples you use from the text to support the point you are making. You should not rely on your examples to make your argument for you, however. These should rather illustrate or prove the point you have already made (in your first sentence). Evidence can take the form of paraphrased examples in your own words or direct quotations from the text. If you choose to quote, make sure you do so accurately (page 105).

E **'E'** represents your **Explanation**; in other words, the explanation of how your point is relevant to the topic and how your point is illustrated by the examples, references, and quotations you have chosen. Ask yourself: Is the point I am making relevant to my argument? Have I demonstrated the point I am making thoroughly and persuasively?

L **'L'** represents your **Link**. In other words, conclude your paragraph by 'linking' or connecting/relating it to either (1) your thesis statement (Ask yourself: Have I made it clear to my reader how this point relates to my thesis statement?), or (2) the point you intend to make in your next paragraph (using a 'bridge' or transitional phrase, such as 'On the other hand', 'In spite of this view', 'Building on this information', or 'Similarly').

Do your best to ensure that each paragraph follows on from the last in a logical manner and try to avoid sudden leaps from one disparate point to another, as such writing can be very jarring and undermine the readability and logic of your essay.

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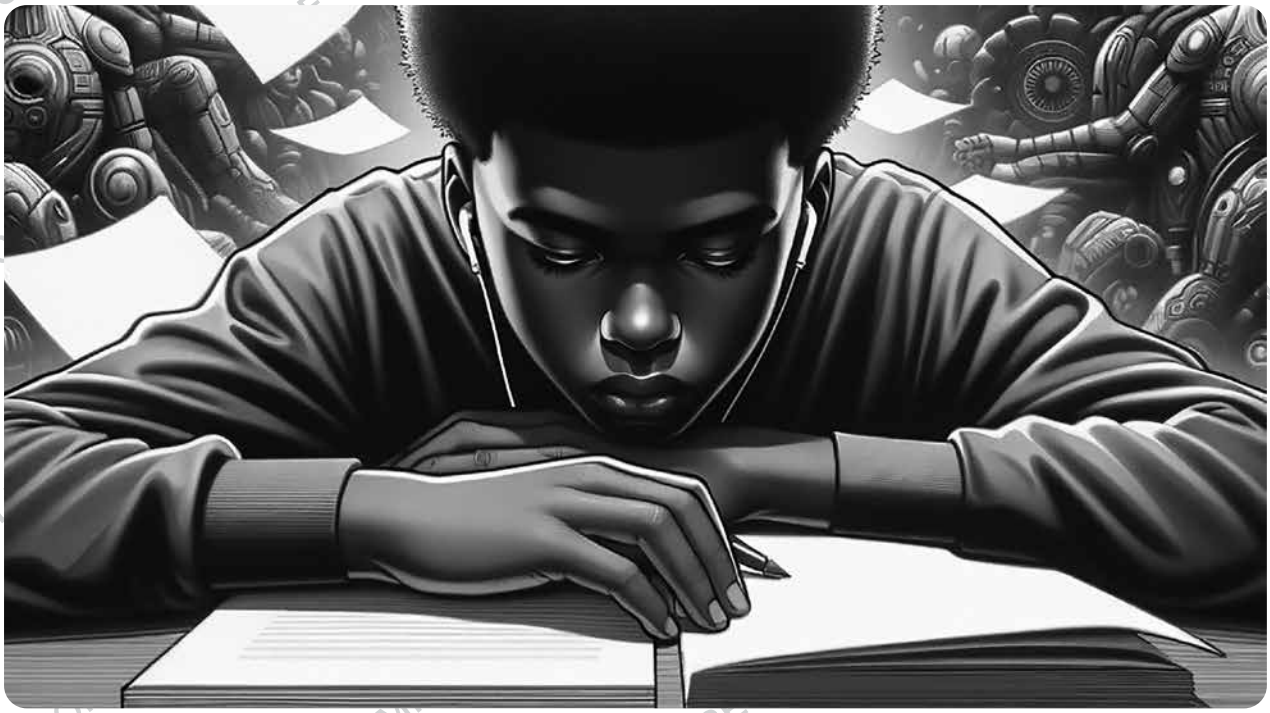
C: The conclusion

Your conclusion should provide a summary of your argument. Review the main points of your essay (perhaps considering the topic sentences of each of your paragraphs) and write three or four effective sentences that demonstrate how these points have proved the validity of your thesis statement.

Your conclusion should not simply restate your introduction, however. You need to demonstrate how your argument has progressed. Your conclusion is the last thing your marker will read before assessing your essay, so it should leave a good impression.



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Step 6: Proofread/edit your work.

When you have spent a fair amount of time writing an essay, the last thing you may want to do is read through it again. Yet doing so will help you identify and correct any silly errors, spelling mistakes, and typos that may have crept into your text — easily made mistakes that undermine the quality of your essay and can lead to the loss of important marks. A great habit to develop is proofreading every essay you write before you hand it in. If you do not correct avoidable mistakes, it will suggest to your marker that your attitude is careless. In the classroom context, you can even ask someone else to read through your essay for you, with fresh eyes and a fresh perspective.

During an examination, make sure that you leave a few minutes at the end of your allotted time to read through your essay again before handing in your paper. Remember to purge your essays of solecisms (tiresome, seemingly trivial errors)!

Next: Work through a practice literary essay question that we have annotated to guide and help you.

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Question 1a: Annotated practice question

Review what you have learnt and assess your current essay writing skills by working through this practice question, which has been annotated with useful hints and tips. Check your answers against the Paper II: Question 1a marking memorandum and Literary Essay Rubric in the companion Suggested Answers *booklet to pinpoint your strengths and weaknesses.*

Section A: Literature

Question 1
Hamlet: Shakespeare

THIS QUESTION IS COMPULSORY

Study the quotation below and then write a literary essay in response to the topic that follows it:

> 'Madness in Hamlet is never merely a private disorder of the mind; it is also a language through which the disorders of the court become visible. Whether assumed, suspected, or suffered, it exposes truths that ordinary speech is either unable to express or is forbidden to do so.' — Kenneth Burke

TOPIC:

Critically discuss the role played by madness in Shakespeare's Hamlet and the extent to which **it reveals the wider moral, emotional, and political disorder** affecting the members of the Danish court.

Your response must refer to a minimum of **TWO** characters.

Be prepared for an intertextual question like this. Use the materials (images, quotes, definitions etc.) provided to inspire and develop your answer. Examine the materials carefully, looking for clues as to the kind of information you can use to shape your response. Highlight or underline any important or useful information you encounter.

What does this quotation suggest about the role of madness in the play? What thoughts or ideas come to mind as you read it? How might it provide a structure to guide your response?

Note task word.

Note topic.

You are being reminded that your essay must have depth.

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Please note:

- Your response must be in the form of a well-structured literary essay.
- The length of your response must be **approximately 600 words**.
- Your knowledge of Shakespeare's text, *Hamlet*, and your ability to structure and substantiate your stance in order to develop a **tightly constructed argument** will be assessed.
- **Close** and **relevant** reference to the play is **essential**.
- Do **NOT** provide a word count at the end of your essay.

A reminder that the examiner will reward both (1) the points you make and (2) the order in which you present them. Pay attention to the sequence and logical connections between your points as you plan your essay.

You are being reminded to **substantiate** the points you make with direct quotes from the play and/or detailed descriptions of the events that happen and situations that arise.

Remember to use the **mark allocation** as a guide to how much time you should allocate to answering this question.

[30]

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Revision checklist	✔
Did you map your answer first?	
Did you formulate a thesis statement and include it in your introduction?	
Did each body paragraph include a topic sentence, evidence and analysis (TEA)?	
Did you support each point you made with evidence from the text?	
Did you write between 550 and 650 words?	
Did you re-read and edit/proofread your essay?	
Did you take 50-55 minutes to complete this question?	

Check your answers against the Paper II: Question 1a marking memorandum and Literary essay rubric in the companion *Suggested Answers* booklet.

Next: Test your literature essay writing skills by working through a practice question without assistance.

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Question 1b: Practice question

Evaluate and refine your literature essay writing skills by working through this practice question without assistance. Check your response against the Paper II: Question 1b marking memorandum and Literary essay rubric in the companion Suggested Answers *booklet to pinpoint your strengths and weaknesses.*

Section A: Literature

Question 1
Hamlet: Shakespeare

THIS QUESTION IS COMPULSORY

Study the quotation below and then write a literary essay in response to the topic that follows it:

> 'Hamlet's tragedy lies in the uneasy tension between the circumstances that imprison him and the choices that ultimately destroy him. Though he inherits a world corrupted by the crimes of others, he becomes increasingly implicated in its destruction, raising the troubling question of where victimhood ends and personal responsibility begins.' — Bronwyn Fryer

> **TOPIC:**
>
> Critically discuss the extent to which it is Hamlet's **circumstances** or **choices** that are ultimately responsible for the tragic events that unfold in Shakespeare's Hamlet.
>
> You must refer to a minimum of **TWO** characters in your response.

Please note:

- Your response must be in the form of a well-structured literary essay.
- The length of your response must be **approximately 600 words**.
- Your knowledge of Shakespeare's text, *Hamlet*, and your ability to structure and substantiate your stance in order to develop a **tightly constructed argument** will be assessed.
- **Close** and **relevant** reference to the play is **essential**.
- Do **NOT** provide a word count at the end of your essay.

[30]

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Did you formulate a thesis statement and include it in your introduction?	
Did each body paragraph include a topic sentence, evidence and analysis (TEA)?	
Did you support each point you made with evidence from the text?	
Did you write between 550 and 650 words?	
Did you re-read and edit/proofread your essay?	
Did you take 50-55 minutes to complete this question?	

Check your answers against the Paper II: Question 1b marking memorandum and Literary essay rubric in the companion *Suggested Answers* booklet.

Next: Prepare for Questions 2, 3, 4, and 5 by reviewing what you are likely to be asked and how these questions should be tackled.

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Examination preparation

Part One: Revising

Grade 12 is an exciting, yet demanding year and there is no escaping the fact that your success in the final examinations will, ultimately, depend on how much effort you put into your studies and how well you prepare. You need to get organised and manage your time. Your preparations need to allow adequate time to revise properly, as hasty, last-minute cramming is often too superficial to be really beneficial and can actually leave you feeling more overwhelmed and anxious. Here are six suggestions to help you revise properly and to look forward to your finals with confidence.

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It is all too easy to become paralysed by feelings of anxiety and being overwhelmed while revising so set realistic time-frames to complete different tasks and remember to schedule (and take) short breaks inbetween tasks.

1. Start planning today

Create a revision timetable. Use the examination timetable to establish the time you have available. Set targets and rewards for achieving them. Use your holidays wisely. Try to study for at least two to three hours a day, but remember to include regular, short breaks.

2. Decide what works best for you

Do you prefer to revise in the morning or are you at your best in the afternoon or evening? Do you like to study at home or is the school library less distracting? Try to schedule your revision around what suits you best.

3. Manage distractions

Revising requires concentration and focus. You might think you work best with your music on, but research suggests that the opposite is true. Music, phone calls and messages distract you and weaken your concentration much more than you realise. Invest in your success and future by turning off your devices when you are revising.

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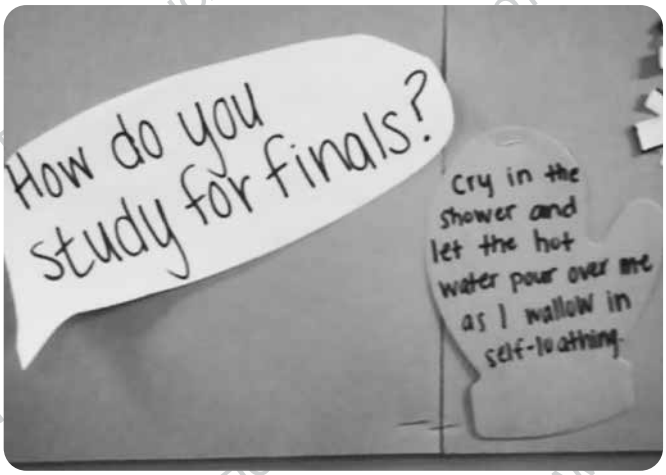
4. Target weaknesses

It can be tempting to focus on the areas you like and find easy, but revising and improving your weaknesses can take longer than you expect, so tackle those areas first.



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5. Review past papers

Refer to old examination papers as part of your revision to see what sort of questions you can expect to encounter.

6. Develop good habits

Regularly practising your revising skills and strategies will assist in making them habits. This will help you to sustain your preparations over an extended period of time. It is common for the enthusiasm with which you start your revision program to wane after a few weeks.

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Be informed. The texts/materials in the examination will usually be contemporary pieces from current newspapers or magazines, advertisements or cartoons. As a result, they often relate to a topical issue that has been debated in the media in the months prior to the examination. This is why it is a good idea to read the newspapers and be familiar with current affairs. Doing so can arm you with invaluable background knowledge in the examination. Read critically, be aware of trends, draw parallels, develop your own opinions and debate the issues with your parents and friends.

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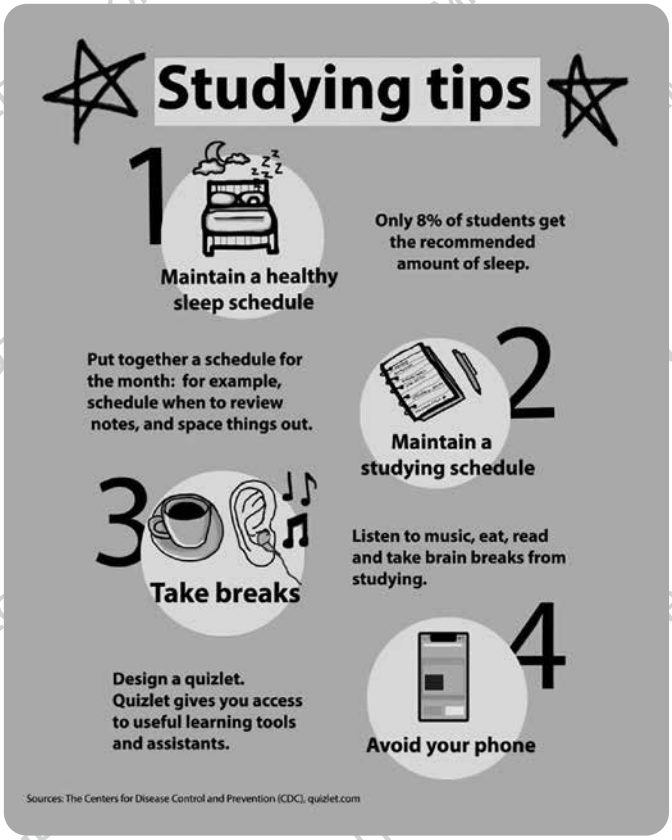
Revision topics for Paper I:

Topic	Competency*	Revised§
• Figures of speech		
• Figurative and rhetorical devices		
• Tone, style and register		
• Denotation, connotation and implied meaning		
• Summary writing skills		
• Prescribed poems		
• Poetry analysis skills (genre, diction, persona etc.)		
• Propaganda, emotional appeals and advertising techniques		
• Visual literacy techniques (linguistic, structural, stylistic)		
• Language skills (grammar, syntax, punctuation etc.)		
• Lexical terms and dictionary skills		

Revision topics for Paper II:

Topic	Competency*	Revised§
• Prescribed Shakespeare play (themes, characters etc.)		
• Prescribed novel (themes, characters etc.)		
• Literary essay requirements (T-E-A or P-E-E-L models, quoting)		
• Transactional writing formats and conventions		

* Self-assessment of current ability (i.e. poor/adequate/excellent/mastered etc.)
§ Mark with a tick (✓)



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Revising novels and plays:

When preparing to be examined on a large text like a novel or play, it is important to work methodically and give yourself enough time to reread the setwork carefully as you revise it. Here are a few suggestions on how to revise properly:

- Learn the **plot** — note the key incidents. Summarise the setwork in point form. Do not refer to the text but see what you can remember. Then return to the original and check to see if you were right.
- Know the **genre** — identify whether the text is a comedy, drama, tragedy, thriller or romance etc. You must be able to comment on the technical and narrative devices commonly associated with the genre.
- Focus on **themes and characters** — you are likely to be asked a question related to the themes or characters in the text. Write your own detailed explanations of the themes and create character analyses for the most important characters. Putting this vital information into your own words will help you to remember it later.
- Learn a selection of **quotes** — commit them to memory (using mnemonics, if necessary) so you can use them in your essays when you need to prove a point. The examiner will reward you for quoting accurately from the text to support your answer. Pick quotations that are short and full of impact.
- Use **maps and diagrams** — visually depict the plot of the setwork and the development of the most important characters in it. Connect all the details of plot, character and theme so that you have a grasp of the whole work.

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