

2025 SUBJECT WORKBOOK

Grade 12



ENGLISH HOME LANGUAGE

A joint initiative between the Western Cape Education Department and Stellenbosch University.



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BROADCAST SESSIONS

GRADE 12

English Home Language

*Dear
Grade 12
Learner*

What a wonderful privilege we have to accompany you on your Matric journey in 2025. We know that your academic future might seem daunting at this stage, but we can assure you that the Telematics team will be there to assist you.

Enrolling in the Telematics programme is part of your success, and we know if you diligently follow the broadcasts and study the information, you will reap the reward. There is no secret to success; it is only hard work that will help you to attain the goal.

For many, there are extremely challenging circumstances. We also do not know what the future might hold, but as your English team, we assure you that you will benefit from attending the sessions because our aim is to teach and enrich you. We also challenge you to assist one another so that everyone will graduate from school. Let us do this together.

Please come prepared for the above-mentioned broadcasts.

Kind regards

The Telematics Team

Session	Date	Time	Topic
Language and Literature	26/02/2025	15h00-16h00	Comprehension Techniques and Answering Contextual Questions (Drama)
Language and Literature	28/05/2025	15h00-16h00	Answering Visual Literacy Questions and Answering Poetry Questions
Writing and Literature	11/08/2025	16h00-17h00	An examination approach to Transactional writing and Writing a great Poetry Essay



Comprehension Techniques

The importance of comprehension skills for the NSC exams.

- Students must be able to carefully read and understand the passages to **ANSWER THE QUESTIONS ACCURATELY**.
- Strong comprehension allows students to identify **KEY DETAILS**, **MAKE INFERENCES**, and grasp the **TEXT'S OVERALL MEANING**.
- Solid comprehension allows students to interpret the question properly, organize their thoughts, and **CONSTRUCT WELL-REASONED, EVIDENCE-BASED RESPONSES**.
- Poor comprehension can lead to misinterpreting the question or failing to address all the required elements.
- Strong comprehension enables students **TO READ PASSAGES QUICKLY**, identify **KEY POINTS**, and **RESPOND TO QUESTIONS MORE RAPIDLY**.
- This improves overall exam performance and minimizes the **RISK OF RUNNING OUT OF TIME**.

	<p>LISTENING INSTEAD OF READING IS NOT CHEATING.</p> <p style="text-align: right;">– Gaby Hinsliff</p> <p><i>From audiobooks to podcasts and voice notes, there's a steady generational shift in the way we understand the world.</i></p>	<p>Read through for understanding</p>
1	<p>Insomniacs¹ do it in the middle of the night. Dog owners do it while trudging around the park. Some people do it in the gym, but lately I have taken to doing it alone in the car, on long journeys north through the dark when I need distraction from everything circling around my head.</p>	<p>Identify words with which you are unfamiliar and reason them out. NB????</p>
2	<p>Listening, that is; and perhaps more specifically, listening to things you might once have read instead. The growth of audiobooks, podcasts and even voice notes – those quick self-recorded clips that are steadily taking over from typed messages on WhatsApp – reflects a steady generational shift, away from eyes to ears, as the way we take in the world, and perhaps also in how we understand it.</p>	<p>Highlight text identified in the Questions.</p>
3	<p>Reading instinctively feels like the higher art, perhaps because bedtime stories used to be strictly for children and oral storytelling is associated with more primitive cultures in the days before the printing press. But is that fair? If the effort involved in sitting down and decoding written words with your actual eyes were to gradually fade away in years to come – just as the old-fashioned cord of a landline phone gave way to the freedom of a mobile in your pocket, and cash yielded to the clinical efficiency of credit cards – what exactly would we have lost?</p>	<p>Unpack the question types and mark allocations</p>



Understanding the questions

1.1	Why does the writer use the word 'it' repeatedly in paragraph 1?	(1)
1.2	Refer to paragraph 2. Explain why listening to audiobooks is regarded as a 'generational shift'.	(2)
1.3	What does the writer mean by the expression, 'Reading instinctively feels like the higher art' (line 11)?	(2)
1.4	Account for the use of the rhetorical question in, 'But is that fair?' (line 13) in the context of paragraph 3.	(2)

Underline action words/ question stem; Circle information or context words; Bracket text references.

Write down the correct question type

	Testing literal understanding of details in the passage.
	Coming to conclusions based on the evidence/ information given.
	Understanding the meaning of words
	Identifying and understanding the author's point of view and emotions.
	Determining the reason the text was written.
	Determining how effective the piece of writing is.



Quiz#1

1. Why are comprehension skills considered crucial for NSC exam success?

- A) They allow you to memorize passages quickly.
- B) They help you understand passages and answer questions accurately.
- C) They enable you to skip reading and guess answers.
- D) They are only necessary for language subjects.

2. What is the primary benefit of careful reading of a passage?

- A) It allows you to finish the exam faster.
- B) It helps you identify the main idea and key details effectively.
- C) It provides an opportunity to ignore unimportant information.
- D) It reduces the need to refer back to the passage.

3. When identifying key elements in a passage, which strategy is most effective?

- A) Skimming the text for familiar words.
- B) Focusing solely on the first and last sentences of each paragraph.
- C) Looking for transitions and connections between ideas.
- D) Reading only the questions before the passage.

4. How does annotating a passage enhance comprehension during the exam?

- A) It distracts from the main ideas.
- B) It serves as a way to waste time.
- C) It highlights important points and clarifies unfamiliar vocabulary.
- D) It allows you to memorize the passage verbatim.

5. Why is it important to read the questions carefully before answering?

- A) To determine which questions to skip.
- B) To avoid misinterpreting what is being asked.
- C) To guess the answers more quickly.
- D) To find the easiest questions first.

6. What is the best approach to locate information in the passage when answering questions?

- A) Relying on your memory of the passage.
- B) Skimming through the passage without focus.
- C) Referring back to the passage for specific evidence.
- D) Ignoring the passage and using common sense.

7. Which type of question requires you to draw conclusions based on information in the passage?

- A) Factual recall
- B) Inferential questions
- C) Vocabulary in context
- D) True or False questions

8. What distinguishes a strong answer from a weak one in comprehension questions?

- A) Length of the answer
- B) Use of evidence from the passage to support the response
- C) Personal opinions unrelated to the text
- D) Complexity of vocabulary used in the answer

9. What is a recommended strategy for reviewing your work before submitting it?

- A) Skimming through answers without checking details.
- B) Ensuring that all responses are grounded in the passage.
- C) Changing answers based on gut feelings.
- D) Ignoring the time limit to focus on perfection.

10. After learning about comprehension skills, what is the most effective next step for improvement?

- A) Stopping practice until the exam date.
- B) Continuing to practice comprehension skills regularly.
- C) Relying solely on prior knowledge without further study.
- D) Focusing only on memorization techniques.



WCED Online – Examination Papers



Study Guide for Writing



English Language Revision #1



Mind the Gap Study Guides



English Language and Writing Revision



Answering Contextual Questions

Common question types in NSC papers:

- Character analysis questions: _____
- Theme-based questions: _____
- Stage direction interpretation: _____
- Dramatic irony identification: _____
- Mood and atmosphere questions: _____
- Dialog interpretation: _____

STEP-BY-STEP APPROACH

1	2	3	4

<p>CLAUDIUS I like him not, nor stands it safe with us To let his madness range. Therefore prepare you, I your commission will forthwith dispatch, And he to England shall along with you. The terms of our estate may not endure Hazard so near's as doth hourly grow Out of his brows.</p> <p>GUILDENSTERN We will ourselves provide. Most holy and religious fear it is To keep those many many bodies safe That live and feed upon your majesty.</p> <p>...</p> <p>CLAUDIUS Arm you, I pray you, to this speedy voyage, For we will fetters put about this fear, Which now goes too free-footed.</p> <p>ROSENCRANTZ We will haste us.</p> <p>(Off)</p> <p>Enter Polonius</p>	<p>5</p> <p>10</p> <p>15</p>	<p>POLONIUS My lord, he's going to his mother's closet Behind the arras I'll convey myself To hear the process. I'll warrant she'll tax him home, And as you said, and wisely was it said, 'Tis meet that some more audience than a mother, Since nature makes them partial, should o'erhear The speech of vantage. Fare you well, my liege, I'll call upon you ere you go to bed, And tell you what I know.</p> <p>CLAUDIUS Thanks, dear my lord.</p> <p>(Polonius off)</p> <p>O, my offence is rank, it smells to heaven; It hath the primal eldest curse upon't, A brother's murder! Pray can I not, Though inclination be as sharp as will. My stronger guilt defeats my strong intent, And like a man to double business bound, I stand in pause where I shall first begin, And both neglect.</p> <p>[Act 3, Scene 3]</p>	<p>20</p> <p>25</p> <p>30</p> <p>35</p>
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Questions

11.1	Refer to lines 1–2: 'I like him ... his madness range.' What has prompted Claudius to utter these words about Hamlet?	(3)
11.2	Refer to lines 8–11: 'We will ourselves ... upon your majesty.' Explain what these lines reveal about Guildenstern.	(3)
11.3	Refer to lines 18–20: 'My lord, he's ... hear the process.' Explain how Polonius's plan, as described in these lines, is typical of his behaviour elsewhere in the play.	(2)
11.4	Refer to lines 22–23: ' 'Tis meet that ... makes them partial'. Based on your knowledge of the play as a whole, comment on Gertrude's loyalty toward Hamlet.	(3)
11.5	Refer to lines 29–33: 'O, my offence ... my strong intent'. Discuss how these lines influence your attitude toward Claudius.	(3)

1. What is the primary purpose of contextual questions in drama?

- A) To test memorization of quotes
- B) To analyze characters, themes, and dramatic techniques
- C) To summarize the plot of the play
- D) To evaluate the performance of actors

2. Which of the following best describes the PEEL method?

- A) A method for summarizing the plot
- B) A structured approach to answering questions that includes Point, Evidence, Explain, and Link
- C) A technique for memorizing lines
- D) A way to identify the main themes of a play

3. When analyzing a character, which question would be most relevant?

- A) What is the setting of the play?
- B) How does the character's background influence their actions?
- C) What are the main events in the story?
- D) Who wrote the play?

4. How do stage directions contribute to the understanding of a scene?

- A) They provide background information about the playwright.
- B) They clarify the emotional tone and physical actions of characters.
- C) They summarize the plot for the audience.
- D) They are irrelevant to the overall meaning of the play.

5. What is a common pitfall students should avoid when answering contextual questions?

- A) Including quotes from the text
- B) Ignoring stage directions
- C) Analyzing character motivations
- D) Connecting themes to the extract

6. In the context of drama, what is meant by 'dramatic irony'?

- A) A character's internal conflict
- B) When the audience knows something that the characters do not
- C) A theme that is explored throughout the play
- D) The physical setting of the play

7. When connecting a theme to a specific extract, which of the following strategies is most effective?

- A) Summarizing the entire play
- B) Identifying key quotes and explaining their relevance to the theme
- C) Listing characters without context
- D) Focusing solely on stage directions

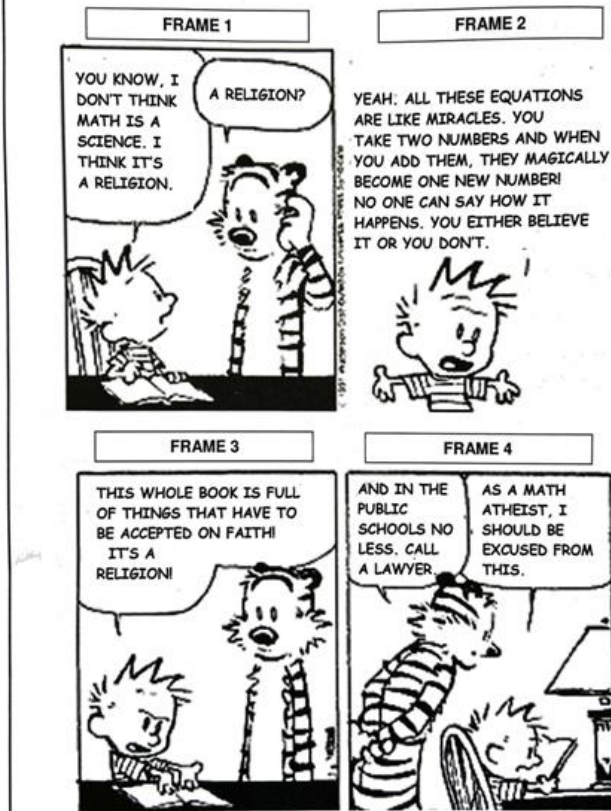
8. What is an effective way to prepare for answering contextual questions in drama?

- A) Reading summaries of plays
- B) Practicing the PEEL method with various extracts
- C) Watching performances without analyzing them
- D) Memorizing character names and their traits



Visual Literacy - Cartoons

CALVIN AND HOBBS



How many Frames?

What is happening in the cartoon?

Just looking at body language and facial expressions – what are the characters' attitudes?

What is humorous in this cartoon?

4.1	Refer to FRAME 1. Provide ONE indicator reflecting Hobbes's confusion.	(1)
4.2	How would Hobbes's tone change if 'A RELIGION?' were to be written in a jagged speech bubble?	(1)
4.3	Refer to FRAMES 1 and 3. With close reference to the verbal cues in these frames, discuss the change in Calvin's viewpoint.	(3)
4.4	Critically discuss how humour is created in the final frame.	(3)



ANSWERING CONTEXTUAL QUESTIONS: INSTRUCTION WORDS

What is a contextual question?

In a contextual question, you are given an extract (about 25–30 lines) from the drama. You will then have to answer questions based on the extract. Some answers can be found in the extract. Other questions will test your understanding of other parts of the drama: plot, characters, symbols and themes. Some questions will require that you express ask your own opinion about the drama.

INSTRUCTION/ QUESTION WORDS

<i>Describe</i>	State in words the main points of a process/phenomenon/investigation
<i>Determine</i>	Discover the answer by examining evidence
<i>Differentiate</i>	Use differences to qualify categories
<i>Discuss</i>	Give the facts and evaluate or comment on them.
<i>Distinguish</i>	Write down the differences between
<i>Evaluate</i>	Express an opinion, using evidence of how good/bad, negative/positive, successful/unsuccessful; assess the information <u>in order</u> to reach a conclusion.
<i>Explain</i>	Make clear; interpret and spell out; give the reason for the meaning of
<i>Give an account of</i>	Tell the story of
<i>Give the context of</i>	Give meaning as applicable in use
<i>Identify</i>	Pick out, <u>find</u> or select the answer; name the essential characteristics
<i>Illustrate</i>	Make something clear by adding examples or pictures
<i>Interpret</i>	Give own explanation of; give own meaning
<i>Label</i>	Identify on a diagram or drawing
<i>List</i>	Do not use full sentences. Just write down the words, names etc.
<i>Mention</i>	Write down; refer to relevant points
<i>Motivate</i>	Give reasons for
<i>Name</i>	Give the name of something
<i>Quote</i>	Write down the exact word(s) from the text and put the word(s) in inverted commas. (" ")
<i>Relate</i>	Tell the story of what happens.
<i>State</i>	Write a brief, specific answer that is to the point.
<i>Substantiate</i>	You must prove or verify <u>you</u> answers with sufficient and valid support. Here you need to use the information given in the question.
<i>Suggest</i>	Offer an explanation or a solution; you are required to propose or offer ideas.
<i>Summarise</i>	Give only the main points.
Comment on the appropriateness/effectiveness of a figure of speech/literary device...	What is the writer's purpose for using...? (impact)



ANSWERING CONTEXTUAL QUESTIONS: INSTRUCTION WORDS

Tabulate	Make a table or list.
Why	This is another way of asking you to explain an event or evidence presented.
Which	A type of comparison question
In light of the poem/novel/drama as a whole, critically discuss ...	Evaluate and assess both sides of the topic. / Investigate or examine by argument or debate, giving reasons for and against.
In your view, is ... justified?	Give reasons, based on the text, why you/a character/the writer <u>adopt(s)</u> a particular standpoint.
Critically comment ...	Give a detailed response <u>on</u> the required information, with evidence from the text to support your line of thought.
Discuss the writer's use of style, diction and figurative language, dialogue ...	State how the given aspects of the drama are used to give the text a specific effect.

THIS WINTER COMING – KAREN PRESS

walking in the thick rain
of this winter we have only just entered,
who is not frightened?

the sea is swollen, churning in broken waves (violent continual motion)
around the rocks, the sand is sinking away
the seagulls will not land
under this sky, this shroud falling (something that covers or conceals)
who is not frightened?

in every part of the city, sad women climbing onto buses,
dogs barking in the street, and the children
in every doorway crying,
the world is so hungry, madam's house is clean
and the women return with slow steps
to the children, the street, the sky tolling like a black bell;
these women are a tide of sadness
they will drown the world,
who is not frightened?

on every corner men standing
old stumps in the rain, tombstones
engraved with open eyes
watching the bright cars full of sated faces (more than satisfied)
pass them, pass them, pass them,
who is not frightened?

into the rain the children are running
thin as the barest twigs they kindle a fire
to fight the winter, the bare bodies
a raging fire of dead children
and the sky collapsing under centuries of rain
the wind like a mountain crying,
who is not frightened of this winter
coming upon us now?

5

10

15

20

25

30

In the circles below
write down 5
elements of poems
that we need to
understand





SECTION A : Poetry Questions

No.	Question/ Question Type
1	Analyze the TONE of the poem. How does the poet's choice of words contribute to the overall mood? Provide specific examples from the text.
2	Discuss the use of IMAGERY in "THIS WINTER COMING." How does the imagery related to nature and weather enhance the themes of the poem?
3	Identify and analyze any instances of REPETITION in the poem. What effect does this repetition have on the reader's understanding of the poem's themes or emotions?
4	Reflect on the THEMES of fear and helplessness in the poem. How does Karen Press use language and poetic devices to evoke these feelings? Discuss specific lines or phrases that illustrate your points.

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- What is the overall tone or mood of the poem? How do the descriptive details contribute to this?
- What do you notice about the use of imagery, particularly relating to nature and the weather? How does this connect to the theme(s)?
- Identify any repetition or rhetorical questions. What effect do these create?
- How does the structure of the poem (short stanzas, enjambment, etc.) contribute to its meaning?





Transactional Writing

	Skilful	Moderate
	22–24	16–18
I	<ul style="list-style-type: none"> -Very well-crafted response -Fully relevant and interesting ideas with evidence of maturity -Very well organised and coherent, including introduction, body and conclusion 	<ul style="list-style-type: none"> -Satisfactory response -Ideas are reasonably coherent and convincing -Reasonably organised and coherent, including introduction, body and conclusion
	19–21	13–15
	<ul style="list-style-type: none"> -Well-crafted response -Relevant and interesting ideas -Well organised and coherent, including introduction, body and conclusion 	<ul style="list-style-type: none"> -Satisfactory response but some lapses in clarity -Ideas are fairly coherent and convincing -Some degree of organisation and coherence, including introduction, body and conclusion

Rubric

Content

Planning

Format

Language

Style

Editing

CONTENT IS KING

<p>2.1 DIALOGUE</p> <p>You have strong views on whether there is a place for traditions in a modern democracy. Write the dialogue between you and someone with opposing views.</p>	
<p>2.2 FORMAL LETTER</p> <p>Abandoned buildings are creating major problems and becoming a source of concern in your city.</p> <p>Write a letter of complaint to your City Councillor.</p>	
<p>2.3 MAGAZINE ARTICLE</p> <p>Multinational corporations are using 'green spaces' for the development of a concrete jungle.</p> <p>Write a magazine article presenting your views about this phenomenon.</p>	
<p>2.4 SPEECH</p> <p>School-based surveys have revealed that the emotional well-being of young people is linked to the unhealthy lifestyle they lead.</p> <p>Write a speech that you will present at a youth club meeting, with the aim of convincing the audience to change their lifestyle habits.</p>	



Poetry Essay Questions:

1	<p>SONNET 130</p> <p>The speaker mocks the manner in which women are presented in traditional love poetry.</p> <p>Discuss the extent to which you agree with this statement with close reference to imagery, tone and structure.</p> <p>Your response should take the form of a well-constructed essay of 250–300 words (about ONE page).</p>
2	<p>AT A FUNERAL is a stirring call to action against oppression.</p> <p>With close reference to diction, imagery, and tone, critically discuss the validity of the above statement.</p> <p>Your response should take the form of a well-constructed essay of 250-300 words (about ONE page).</p>

4	<p>Poem of Return – John Rothe</p> <p><i>One could consider this poem to be a protest poem. The speaker talks about his return from exile and the suffering felt by those who died under oppression.</i></p>	<ul style="list-style-type: none"> * The author captures the sentiment of loss, lost opportunity, lost experience perfectly. * The poem encapsulates the loss of opportunity, experience, etc. * Freedom has come at the cost of many lives lost * The author does not see himself as a hero that is worthy of flowers * His main focus is that there is a recognition of the suffering caused * He wants the struggle to be identified by the victims * He is not the hero because he is the one that chose to flee * He counts the heavy cost of freedom – the many lives that were lost to the struggle. * Ultimately, he wants justice. <p>Themes: Freedom, protest, Justice, acknowledgment of suffering</p>	<ul style="list-style-type: none"> • Yearning • Grief • Loss • Bitterness • Anger 	<p>* Form / Structure:</p> <ul style="list-style-type: none"> * A protest poem * A free verse * The poem has 14 lines and but does not conform to the strict Italian Sonnet form. (Although there is a distinct division between stanzas 3 and 4, separating the 'octave' from the 'sestet'.) * It does not have a rhyme scheme and is not written in iambic pentameter, common to the Sonnet form. It is written in free verse, more typical of contemporary poetry. <p>Poetic Devices:</p> <ul style="list-style-type: none"> • The personification of dawn in verse two demonstrates how the sorrow that Nature observed distressed even it. • The final stanza's imagery alludes to the heroes who perished just as change was about to take place ("day-break"). • The repeat of the first two sentences emphasizes his argument that he is not a hero. • Those people never experienced the freedom of change they fought for with such ferocity. • The use of alliteration in the words "dews," "dawns," and "dramas" emphasizes how shocked and saddened Nature was by the enslavement of her people.
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