TELEMATIC SCHOOLS PROJECT

2025 SUBJECT WORKBOOK
Grade 12



ENGLISH FIRST ADDITIONAL LANGUAGE

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

Western Cape Government Education FOR YOU

Stellenbosch UNIVERSITY IYUNIVESITHI UNIVERSITEIT

BROADCAST SESSIONS

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE TELEMATICS 2025

Session	Date	Time	Topic
Literature	**27/02/2025**	**15:00 – 16:00**	**Poetry Novel**
Literature	29/5/2025	15:00 – 16:00	Language Creative writing

Dear Gr. 12 learner

As you begin your final school year, we, your English Telematics team, are privileged to support you on this important journey. While some of you may feel overwhelmed by the workload ahead, rest assured that you do not face it alone.

Your teachers at school are your primary source of guidance. We encourage your entire class, along with your teacher, to participate in the broadcasts together. Afterward, discussing the lesson content as a group will reinforce your understanding. There is no secret to success—only hard work and dedication will help you reach your goals.

We recognize that many of you face challenging circumstances, and none of us can fully predict what the future holds. Our commitment, however, is to teach, support, and enrich you. We also encourage you to help each other so that every one of you can graduate together. Let's take on this journey as a team. Please come prepared for each broadcast.

Warm regards
The Telematics Team

What to expect

In our first broadcast, we'll focus on literature, exploring the novel *Strange Case of Dr Jekyll and Mr. Hyde* along with selected poetry.

In our second broadcast, we'll delve into language study and share key tips for writing effective essays.

We look forward to teaching you!

PAPER 2: LITERATURE

REMEMBER

- Pay attention in class.
- Read the actual novel, play, or short stories that your class is studying—not just a summary.
- Take notes, underline and highlight key points while your teacher explains.
- Ask questions if something is unclear.
- Practise with past papers, which you can find at https://wcedeportal.co.za/past-papers.
- Know every detail of the literature you study.
- Keep a list of all characters—even minor ones.
- Be able to describe the setting (where and when the story takes place). Know what happens immediately before and after each extract and where it occurs.
- For open-ended questions, base your responses on specific facts from the literature. Avoid generalizations.
- Understand the themes in the literature (whether a novel, play, short story, or poem).
- Analyse the characters or speaker in an extract. You may need to compare characters or describe how a character changes from the beginning to the end of the story.
- Break down the questions: highlight different parts to ensure you address all aspects logically.
- Don't quote unless instructed to do so. Use your own words to demonstrate your understanding.
- Write as if explaining to the teacher marking your work.
- Support your answers with explanations and reasoning.

IMPORTANT:
Each school studies TWO literature works. Highlight the genre that you do.
Here is a list of the literature genres:

SECTION A: NOVEL

- *Cry the beloved Country* by Alan Paton
- *Strange Case of Dr Jekyll and Mr Hyde* by Robert Louis Stevenson

SECTION B: DRAMA

- *Macbeth* by William Shakespeare
- *My Children! My Africa!* by Athol Fugard

SECTION C: A LIST OF 8 SHORT STORIES

SECTION D: A LIST OF 10 POEMS

QUESTION 2:
THE STRANGE CASE OF DR JEKYLL AND MR HYDE by ROBERT LOUIS STEVENSON

Where and when events take place

- ***Where*** will be determined by the specific extract.
- ***When*** will also be determined by what happens directly before and after the scene.

Interesting facts about this novel:

- Setting of Gothic novels usually includes mysterious places.
- Example: Chapter 1 Enfield's story = Links to main theme, secrets and mystery
- 3 o'clock at night, black winter's day, empty street, mysterious single door

It can also link up with the characters:

- Jekyll's house, good neighbourhood - reflects how rich and comfortable Jekyll is, another part at the back connected to the main house but very different – neglect, decaying, crumbling

➢ Clearly the TWO parts of the building represent Jekyll and Hyde

It is often linked to mood and atmosphere:

- Utterson and Poole walking through the dark streets (chapter 8), the wind is blowing – can't even talk, Utterson realises that disaster lies ahead.

THEMES

1) Secrets and Mystery

Introduced by Enfield's story: Who is Hyde? Why is Jekyll defending him? Why do people instantly hate Hyde? It is like a detective story. The truth emerges only in the final two chapters

2) Silence

Silence and lack of communication – Linked to Theme 1 Enfield and Utterson walk in silence. Lanyon and Jekyll write to Utterson about their experience.

3) Dual nature of human beings

Dr Jekyll explains his theory in the last chapter. Must read and finish the book for it to make sense.
Man is not truly ONE but TWO (duality).
Manages to separate his TWO parts: **Hyde = Evil AND Jekyll = What is left over**

4) Reputation and respectability

Values held in Victorian England. Demand that all appear respectable and moral at all costs. Keeping your reputation as a decent, respectable citizen was crucial. Jekyll's split threatened to ruin his reputation. Utterson well-respected lawyer strict with himself. Image is very important to him. Needs to appear serious, in control and respectable. Gossip is dangerous and could spoil a person's reputation. Utterson doesn't gossip. Utterson is concerned about Jekyll's reputation.
Lanyon also keeps what he knows to himself till he died.

5) Violence

Hyde is violent and commits violent acts. Hyde got pleasure out of Danver's Murder. "With a transport of glee, I mauled the unresisting body, tasting delight from every blow". Turns his violence against himself by committing suicide.

6) Friendship

Utterson has a number of old friends – Enfield. Prefers silence when upset. Jekyll – Proves very loyal and committed friend and lawyer – Lanyon. Lanyon disapproved of Jekyll stopped speaking 10 years earlier. Jekyll calls on him for help but this destroys Lanyon.

7) Loyalty

Mr Utterson shows tremendous loyalty to his friends: never judges; doesn't question Jekyll's will, even though it disturbs him. Mr Poole is a loyal servant, obeying without question. Dr Lanyon gave up his loyalty toward Dr Jekyll but he did help him.

NOVEL: QUESTION 2
(IF YOU STUDY DR JEKYLL AND MR HYDE AT YOUR SCHOOL …)

The next day there came the news that the murder had been overlooked that the guilt of Hyde was patent to the world and that the victim was a man high in public estimation. It was not only a crime, it had been a tragic folly. I think I was glad to know it; I think I was glad to have my better impulses thus buttressed and guarded by the terrors of the scaffold. Jekyll was now my city of refuge; let but Hyde peep out an instant, and the hands of all men would be raised to take and slay him. I resolved in my future conduct to redeem the past; and can say with honesty that my resolve was fruitful of some good. You know yourself how earnestly in the last month of the year, I laboured to relieve suffering; you know that much was done for others, and that the days passed quietly, almost happily for myself. Nor can I truly say that I wearied of this beneficient and innocent life; I think instead that I daily enjoyed it more completely; but I was cursed with my duality of purpose, and as the first edge of my penitence wore off, the lower side of me, so long indulged, so recently chained down, began to growl for licence. Not that I dreamed of resuscitating Hyde; [Henry Jekyll's full statement of the case]	5 10

2.1	To whom is Dr Jekyll referring as the 'man of high public estimation' (line 2-3)?	(1)
2.2	Refer to lines 3-5 ('I think I … of the scaffold'). What do these lines tell us about Dr Jekyll's state of mind? Substantiate your answer.	(2)
2.3	Explain what Dr Jekyll means when he says, 'Jekyll was now my city of refuge' (line 6).	(2)
2.4	Refer to lines 6-8 ('I resolves in … of some good'). Why does Dr Jekyll decide to change his future conduct? State TWO reasons.	(2)
2.5	Why is the following FALSE? Dr Jekyll prefers to be Mr Hyde.	(1)
2.6	Refer to lines 10-12 ('Nor can I … it more completely;') Explain Dr Jekyll's attitude towards his 'innocent' life.	(2)
2.7	Refer to lines 14 (Not that I ..of resuscitating Hyde;') Explain the irony in these lines.	(2)
2.8	One of the themes of the novel *The Strange Case of Dr Jekyll and Mr Hyde* is duality of mankind. Discuss this theme.	(3)
2.9	Dr Jekyll's inversion of Mr Hyde is justified. Discuss your view.	(3)

2.1	Sir Danvers Carew.	(1)
2.2	Dr Jekyll is relieved to know that the truth about the murder has been revealed (and that justice may be served)./ He is relieved that his own conscience is not weighed down by the guilt of this terrible crime./ He is relieved by the fact that his better side had always managed to suppress his evil side.	(2)
2.3	Dr Jekyll's good side (represented by the name Jekyll) has become a safe haven or place of protection for him, his conscious effort to be a good and ethical person has become a safe space for him to exist in.	(2)
2.4	Dr Jekyll decides to change his future conduct because he is not pleased by the fact that the character Hyde gradually comes out of his character as Jekyll. He (Dr Jekyll) then decides to do an experiment that separates his evil side from his good side. / He understands that he has done some terrible things in the past, and he wants to make amends for that by living a virtuous life.	(2)
2.5	Dr Jekyll prefers to be Jekyll.	(1)
2.6	Contentment/satisfaction, he describes living an innocent life as something he enjoys completely and finds satisfaction in his efforts to help others.	(2)
2.7	Dr Jekyll does not want to resuscitate Hyde because of his wickedness yet Hyde is another side of his character, he is the same person as Hyde, so within his good character there is also wickedness, he cannot get rid of.	(2)
2.8	The theme of duality of mankind should include the following points, among others: Hyde and Dr Jekyll are the characters that show the theme of duality of mankind, where Hyde is the evil side and Dr Jekyll the highly moral side. Hyde is compared to a primitive animal that is not controlled by laws and regulations. On the other hand, Dr Jekyll is a decent man who has a good heart, yet he is still Hyde.	(3)
2.9	YES. The inversion of Hyde is a way Dr Jekyll resolves his inner conflict between good and evil. The inversion of Hyde allows Dr Jekyll to indulge in the darker side of his nature without having to face the consequences in his public life. Dr Jekyll believes that by giving free rein to his darker impulses, he could better understand and control them. OR NO. The inversion of Hyde allows Dr Jekyll not to take responsibility for his immoral actions, he blames them on Hyde instead. Dr Jekyll's experiments are unethical and dangerous, this transformation into Hyde leads to terrible consequences for others. The inversion ultimately leads to the destruction of Dr Jekyll, as he is no longer able to control Hyde and commits suicide in the end.	(3)

TYPICAL QUESTIONS THAT YOU CAN EXPECT IN LITERATURE

QUESTION	RESPONSE
Choose a description from COLUMN B that matches a name in COLUMN A.	You have to know all the names of the characters. It is easy to achieve these 4 marks.
Describe the time and place where the extract is set.	You should know exactly where this takes place; also exactly what happened before and after this scene.
Identify the figure of speech in the lines which are mentioned. Explain why the figure of speech is relevant in this extract.	**ICE** **Identify** the figure of speech. **Compare** the two ideas which are mentioned. **Explain** it in terms of the text.
What tone would Mr Utterson (or another person) use in these lines? Why would he use this tone in these lines? *(Dr Jekyll and Mr Hyde)*	Explain the EMOTION in the person's voice (angry, sarcastic, serious, hopeful) You need to explain it in terms of what the person was experiencing in those lines.
Why is the following statement FALSE? Mr M trusted Thami. *(My Children! My Africa!)*	You have to correct the statement and give a reason: Mr M knew that Thami was a Comrade and supported violence.
What do these lines tell us about Friedman's state of mind? *(The Wind and a Boy)*	You have to explain what Friedman was thinking AND why he had that idea.
To whom is Mr M referring when he talks about "people from the North"? *(My Children! My Africa!)*	You have to know your text well so that you can explain – in terms of the drama, *My Children! My Africa!* – to whom Mr M is referring.
Thulisile can be admired. Discuss your view. *(Triumph in the face of Adversity)*	**PEEL** **Point**: State your view that Thulisile can be admired. **Explain** why you think she can be admired and use **Examples** from the whole short story to motivate your answer. Conclude your answer and **Link** your motivation to the original point that she can be admired.
Contrast Thami and Mr M's view about violence. *(My Children! My Africa!)*	You have to state Thami's view. You have to state Mr M's view and say how they differ. Thami believes VIOLENCE will bring about change. Mr M believes WORDS will bring change.

Paper 1: Comprehension and Language

NOTES FOR THE LEARNERS
PREPARING FOR THE LANGUAGE PAPER

1. It is important to remember that the person who marks your exam script might mark two hundred or more candidates' papers.
2. **Write neatly, ensuring that your work can be easily read.**
3. Number correctly. Do your questions in numerical order. That means start with question one and continue in that order to the last question.
4. Leave lines between the answers.
5. Your answers should be clear and concise. Do not write one long sentence. Rather break it up into two sentences, following each other logically.
6. Always pay attention to the mark allocation. That will determine the length of your answers. Read each question carefully, paying attention to the question word in the sentence.



Steps to follow when reading a comprehension

Before you attempt to answer the comprehensions test, study the three-step reading process and the vocabulary tips below.

During 10-minute reading time: Read the text extract and questions. The questions will give you an idea of what kind of information to look for when you read the text again.

Read the title and all topic sentences (first sentence in each paragraph) to get a summary of Text A.

STEP 1: Read the text carefully. Underline unfamiliar words.

STEP 2: Answer the questions. Do not copy from the text unless you are asked to quote. Try to answer the questions in your own words, using full sentences.

STEP 3: Focus on **action/instructional verb**s in each question (Name, List, State, Describe, Explain, Identify, Discuss, etc.)

STEP 4: Read each paragraph (as referred to by each question) again before answering the particular question.

- When reading any question, you need to ensure you read the entire question right to the end. Break it down and ensure you truly address what is expected.
- The way in which you answer the questions, is important. Look at the mark allocation for each question as this indicates how many facts you need to supply.

STEP 5: Analyse image/s in TEXT B before answering questions based on it.

TIPS WHEN ANSWERING THE COMPREHENSION TEST

1. **When you are asked:**

- to write an **answer in your own words**, the following method should be used:
  You do not need to change every single word in the sentence. Change two or three words in the sentence. If you try to change every single word, you might lose the meaning or context of the sentence.
- To **quote** from the text, you need to do the following:
  A quote is a perfect picture of what is printed in the text. Should you copy one part of one word incorrectly, it is wrong.



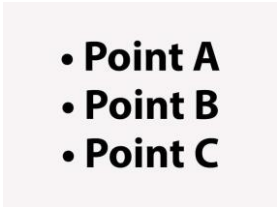
- ✓ You could be asked to quote ONE word → write ONE word only.
- ✓ If you are asked to quote THREE CONSECUTIVE words = write THREE words that follow one another perfectly from the text.

- ✓ You could be asked to quote a phrase → remember that a phrase does not have a verb, so your quote should not have a verb in it.
- ✓ Remember to use quotation marks when quoting:
  Example: "John, the young man"



- To **answer a question**: **"Give TWO reasons…"** you may bullet or number them:
  *…… or 1…….
  *…… or 2…....

- If you write one fact and you expand the fact with another sentence, the marker will see the second sentence as another fact and stop marking after the second sentence. In other words, you need to keep your answers clear and to the point.



- To answer a question **"List two…"** you MUST number or bullet the facts clearly.
  - 1. Xxxxxxxxxxxxxxxxxxxxxxxxxxx
  - 2. Xxxxxxxxxxxxxxxxxxxxxxxxxxx

- To answer a question: **"How did …?"** and you are asked to give TWO facts, number them to show the marker your thought pattern clearly.
  - 1. xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
  - 2. Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

- To answer to a question **"Why?/ Is this the name?/Does this …?/Do you agree?"** you need to give your opinion and apply it. Remember that all answers should be sourced from the text.
  - "Yes." Or "I agree" followed by the answer.
  - Use the **PEEL** method: Point, Example, Explanation, Link to passage.

- To give the **meaning** of an expression or if asked why the idiom or expression is suitable in the passage:
  - The idiomatic expression is suitable because it applies to … and then you give the meaning of the expression followed by the reason why it works so well in the passage.

- To give **reasons** why for example, "This is an <u>old</u>, <u>familiar</u>, <u>trusted</u> friend."
  - Do not explain the three sections as one. Address first "old", then "familiar" and then "trusted".
  - Find the reasons from the passage but answer them in your own words.
  - Discuss each of the reasons you have mentioned.
  - If asked to **describe** how something **makes you feel**, you write the following:
    *It makes me feel (emotion like sad/ happy/..), because …

- Why is the **title suitable**?
  - You always have to say that it is suitable / be positive about it and say that:
    *It emphasises the …
    *It draws attention to …
    *It is a pun because it says …. (One thing is said and another meant.)
  - Supply your own title:
    *Never have more than SIX words in your own title.



- To answer the question: **"What is implied? Why is it ironic? Why is he sarcastic?"**
  - When the unexpected or opposite is revealed or when there is a twist to the tale.
  - **IRONY: One would expect that ….., BUT the opposite is true…**

QUESTION 4: VISUAL LITERACY



4.1 ANALYSING AN ADVERTISEMENT

- Focus on the techniques of advertisements.
  - * AIDA: Attention, Interest, Desire, Action. Know the TARGET AUDIENCE, e.g. teenagers / mothers with babies, etc. Do NOT be vague, e.g. *People.*
  - * Know the SLOGAN, e.g. *Just do it, Finger-licking-good.*
    Know the LOGO, e.g.
  - * Look at the font size.
- Take note of manipulative language, puns, prejudice, stereotyping, purpose of including or excluding information.
- Analyse the picture/s carefully to establish how they are linked to the advertisement.
- Be able to explain how the advertiser has successfully used the picture/s (to catch the reader's attention).
- Discuss FULLY the issue addressed in the open-ended question (last question which requires an opinion based on the given facts). Example, *'Does the advertiser succeed in convincing readers to buy this product? Substantiate your answer'*

4.2 ANALYSING A CARTOON

- Read the 'NOTE' written below the frames in cartoon strip (to get details and names of characters).
- Analyse the body language of characters in the cartoon/cartoon strip. Look at facial expressions - eyebrows, eyes and mouth, position of arms/hands and posture). **Provide details! His mouth is wide open. /He is frowning. /He is pointing his finger.**
- Know **verbal** (words, punctuation) and **visual clues/aspects** (body language, movement lines).
- Be able to comment on the use of humour in the cartoon.



QUESTION 3: ANALYSING AN ADVERTISEMENT

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

TEXT D

GET BACK YOUR MENTAL EDGE

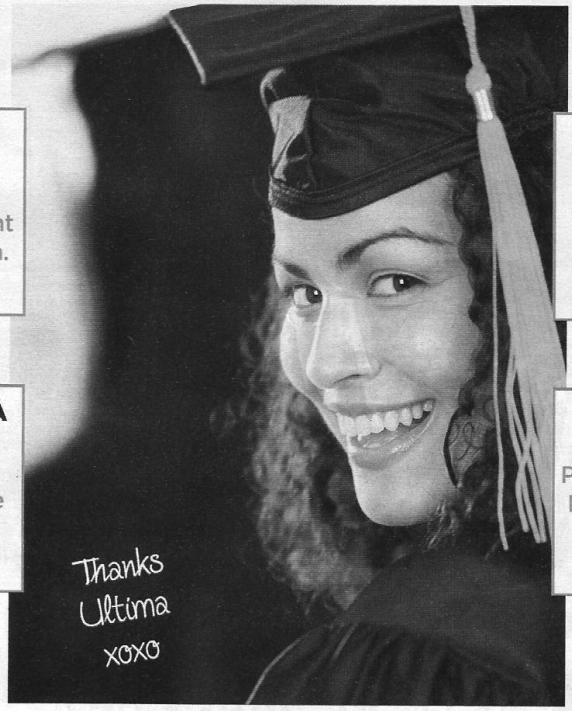
ULTIMA BRAIN FUEL

The complete brain food providing essential nutrients needed to nourish, energize and improve focus, concentration, memory and mood.

A revolutionary 4 products in 1 formula

GINGKO BILOBA 7000MG
Helps to improve oxygen and nutrient supply to the brain.

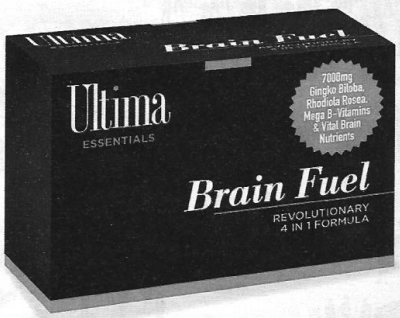
RHODIOLA ROSEA
Helps to fight fatigue, combat stress and improve memory & concentration.



ENERGIZING B-VITAMINS
Help to nourish, protect and regenerate vital nerve & brain tissue.

VITAL BRAIN NUTRIENTS
Phosphatidylcholine, Phosphatidylserine, Choline and L-Tyrosine.

Enjoy a brighter, sharper, more focused day!



Ultima Brain Fuel is excellent for:

- Students & Teachers
- ADD/ADHD
- Exam Preparation
- Mental fatigue, stress and mood
- Forgetfulness
- Home and Business Executives
- Mature Adults
- Athletes

Available at Dis-Chem pharmacies and Selected Clicks, MEDI+Rite, Pharmacies and Health Stores nationwide.

Call **021 702 3910** or visit us at **www.ultima.bz**

QUESTION 3: ANALYSING AN ADVERTISEMENT

Study the advertisement (TEXT E) on the **NEXT** page and answer all the questions:

3.1 Name TWO advertising techniques used here to draw attention. (2)

3.2 Name TWO groups of people at whom this advertisement is aimed. (2)

3.3 Name ONE emotive word which is used in this advertisement. (1)

3.4 Quote the word from the advertisement which means that "Ultima Brain Fuel" is the very first product of its kind. (1)

3.5 Give TWO reasons why the picture is suitable to support the message of the text in this advertisement. (2)

3.6 What is meant by "Mature Adults"? (1)

3.7 How do you know that the manufacturer of this product encourages communication with customers? (1)

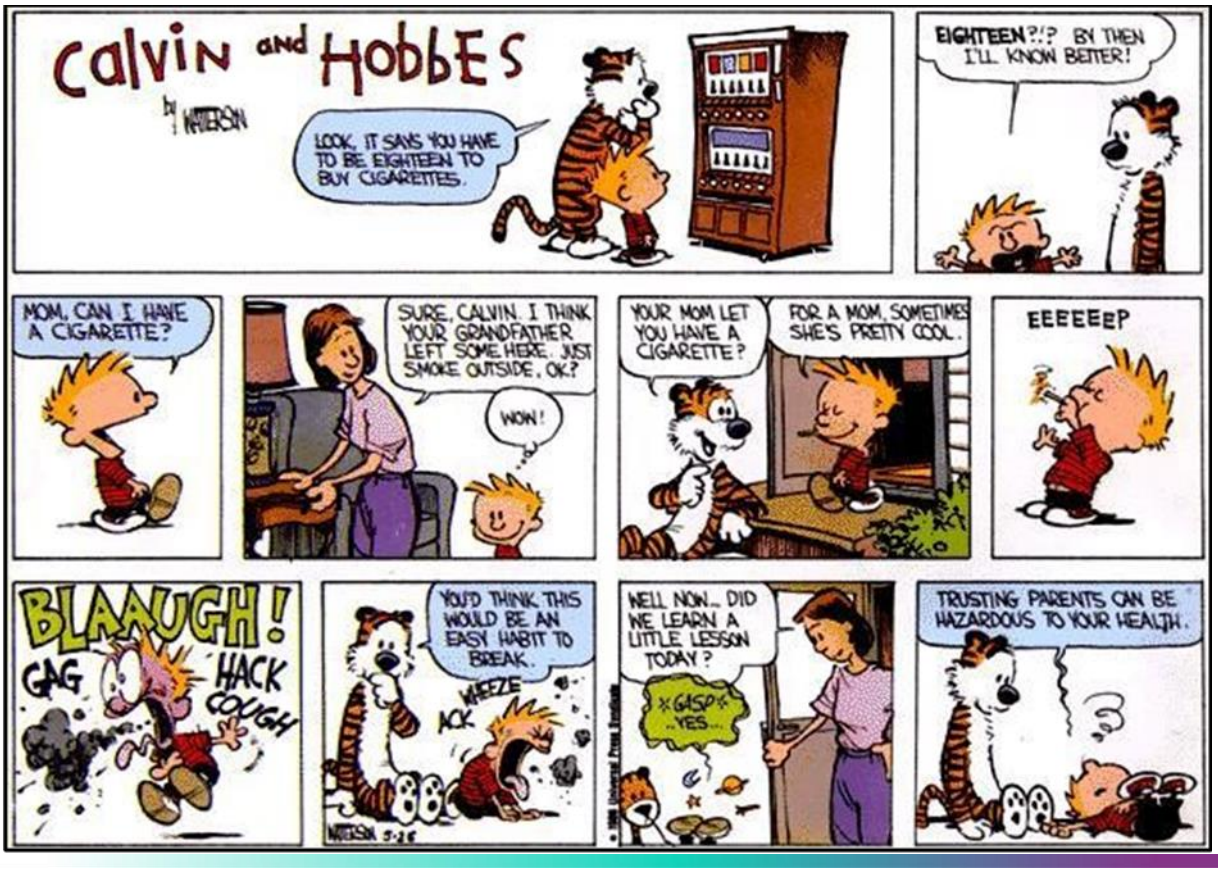
[10]

QUESTION 4: ANALYSING A CARTOON

Read the cartoon (TEXT E) below and answer the set questions.

NOTE: In this cartoon, the boy is Calvin and Hobbes is his imaginary tiger-friend.

TEXT E



4.1 Refer to frame 2. How does the cartoonist convey the idea that Calvin is upset by the age restriction? Mention TWO points. (2)

4.2 Refer to the first 3 frames. How do you think Calvin would answer his mother if she asked why he wanted a cigarette? (1)

4.3 Does Calvin say "WOW!" aloud in frame 4? How do you know? (2)

4.4 Refer to frame 5. Write down a SINGLE word to describe Calvin's facial expression. (1)

4.5 Mention TWO ways in which the cartoonist gets the message across that Calvin's first cigarette is not what he expected. (2)

4.6 What tone do you think Calvin's mother is using in frame 9? (1)

4.7 What is the "lesson" Calvin's mother is referring to in frame 9? (1)

[10]

GOOD LUCK, GRADE 12S!
REMEMBER: EDUCATION IS THE KEY TO SUCCESS!
-President Nelson Mandela

