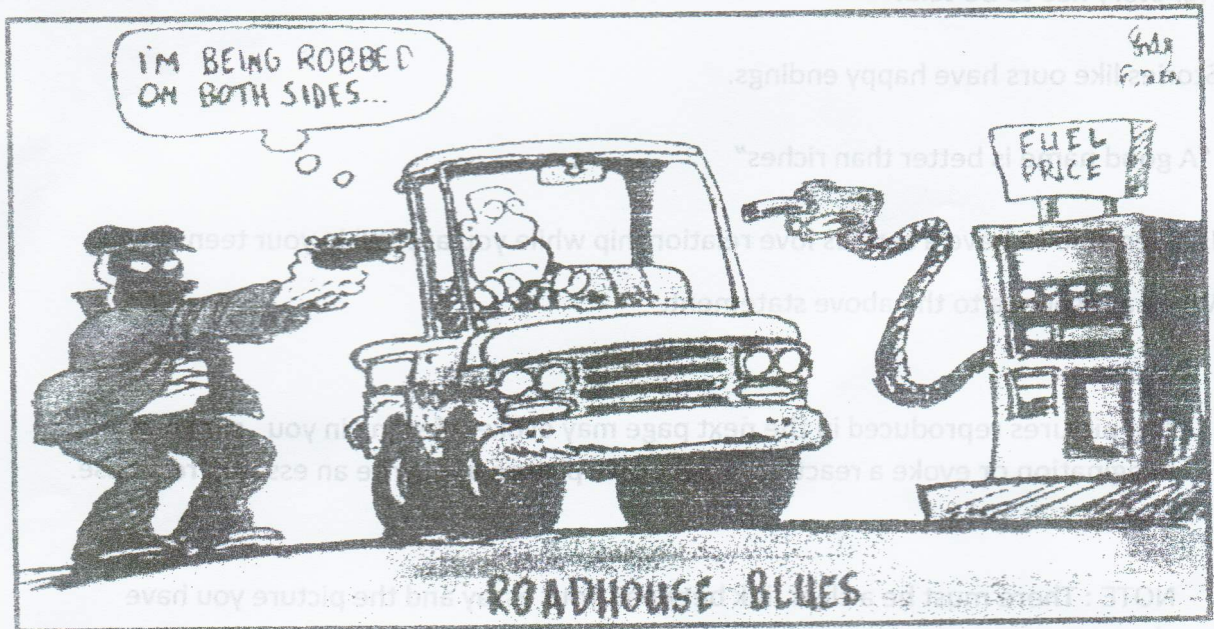


1.10.1.



1.10.2.



3. Discuss Macbeth's state of mind as evident in Lines 56-62. ("Whence is that knocking... one red).

(3)

4. Do you feel sympathy for Macbeth at this point in the play? Explain.

(3)

AND

EXTRACT B:

MACBETH	Which of you have done this?	47
LORDS	What, my good lord?	
MACBETH	Thou canst not say I did it; never shake Thy gory locks at me.	50
ROSS	Gentlemen, rise. His highness is not well.	
LADY MACBETH	<i>(getting up quickly)</i> Sit, worthy friends. My lord is often thus; And hath been from his youth. Pray you keep seat. The fit is momentary; upon a thought He will again be well. If much you note him, You shall offend him and extend his passion. Feed, and regard him not. <i>(Pulls MACBETH aside)</i> Are you a man?	
MACBETH	Ay, and a bold one, that dare look on that Which might appal the devil.	
LADY MACBETH	O proper stuff! This is the very painting of your fear. This is the air-drawn dagger which you said Led you to Duncan. O, these flaws and starts, Impostors to true fear, would well become A woman's story at a winter's fire Authorised by her grandam. Shame itself! Why do you make such faces? When all's done You look but on a stool.	60
MACBETH	Prithee, see there! Behold! Look, lo! How say you? <i>(To Ghost)</i> Why, what care I? If thou canst nod, speak too. If charnel-houses and our graves must send Those that we bury, back, our monuments Shall be the maws of kites.	70
	<i>The Ghost vanishes</i>	

5. Refer to L.47. "Which of you...done this."

Comment on Macbeth's inability to trust anyone.

(3)

6. Show how Macbeth's behaviour in this extract is a contrast to his character at the beginning of the play.

(3)

7. Account for the difference in tone Lady Macbeth adopts towards the guests and Macbeth.

(3)

8. The ghost of Banquo is only visible to Macbeth. How does this heighten Macbeth's suffering?

(3)

9. This extract highlights the point that Macbeth has become a victim of his selfish ambition. Do you agree? Explain.

(3)

MACBETH

ESSAY QUESTION

CONTEXTUAL QUESTION

MACBETH ESSAY QUESTION

“Macbeth is a victim of selfish ambition.” In a well-constructed essay, discuss the consequences of Macbeth’s selfish ambition.

You may consider the following points in your essay:

- The witches’ meeting with Macbeth.
- Role of Lady Macbeth
- Actions taken by Macbeth
- Consequences

CONTEXTUAL

ANSWER QUESTIONS ON BOTH EXTRACTS

EXTRACT A:

MACBETH	I'll go no more...	47
	I am afraid to think what I have done; Look on't again I dare not.	
LADY MACBETH	Infirm of purpose!	50
	Give me the daggers. The sleeping and the dead Are but as pictures. 'Tis the eye of childhood That fears a painted devil. If he do bleed, I'll gild the faces of the grooms withal, For it must seem their guilt.	55
	<i>She goes off, carrying the daggers.</i> <i>Sound of knocking off-stage</i>	
MACBETH	Whence is that knocking?	56
	How is't with me, when every noise appals me? What hands are here? Ha – they pluck out mine eyes! Will all great Neptune's ocean wash this blood Clean from my hand? No, this my hand will rather The multitudinous seas incarnadine, Making the green one red.	62

1. Refer to Line 47.

Why does Macbeth say, “I’ll go no more”?

(2)

2. Refer to Lines 50-55.

What do these lines reveal about Lady Macbeth’s character?

(2)

SECTION A : COMPREHENSION

QUESTION 1
READING FOR MEANING AND UNDERSTANDING
READ TEXT A BELOW AND ANSWER THE SET QUESTIONS.

TEXT A

Section A: Comprehension

Read this text carefully and then answer the questions that follow:

African Youth Call for more Justice in Critical Climate Change Negotiations Kicking off in Durban

1. In November 2011, young delegates representing all of Africa's sub regions gathered in Johannesburg, South Africa to discuss and consolidate their position on issues affecting the youth of Africa. They called upon the leaders of the World to deliver an outcome that would ensure climate, ecological, economical and gender justice at the 17th Climate Change Conference in Durban. 5
2. During their discussions at the three-day landmark summit, the African Youth acknowledged that the impacts of climate change threatens Africa's food security, health, lands, seeds, rights, natural resources and livelihoods. It also brings about discrimination and violence against women and other vulnerable groups via forced migrations, loss of natural resources, and therefore the basis for their survival. 10
3. According to the Intergovernmental Panel on Climate Change, the consequences of global warming are likely to be more severe in Africa. The World Meteorological Organisation recently reaffirmed that African countries are already suffering major levels of warming and effects in terms of drought and other extreme weather events.
4. The Youth specifically discussed how they could influence government policies. They want government to force consumers to be more carbon conscious and to adopt more sustainable lifestyles. They are also looking for opportunities for green job creation. They want to use social networking to mobilise communities and awaken world leaders towards more effective sustainable development options. Schools, colleges, neighbourhoods, rural communities and online networking could be used to make people aware of the need for sustainable development. 15
20
5. The principal challenge affecting the youth is unemployment and under-employment, despite the fact that their professional skills and qualifications are on the rise. In their statement at the end of their deliberation, African youth recognised that the unemployment predicament can be tackled by a green economy, which can generate more and better jobs.
6. Africa's youth remains the continent's most important resource and has the potential to play a major part in overcoming the many challenges that are slowing down sustainable development in Africa. But in order to tap into this potential, the youth must be informed and empowered so that they can participate in decision-making and implementation of those decisions. The youth must also be empowered to protect, preserve and sustain the ecosystems whose services power life on earth. 25
30
7. The young delegates recognised that education is the cornerstone. Capacity building at all levels is of key importance and the capacity of young people should be built so that they can play

their part in auditing and implementing policies that are related to sustainable development. Even as they are empowered, young people must learn to spot and seize opportunities, particularly those that are to be found in the green economy. They therefore call on governments to develop both formal and informal educational infrastructure widening the scope of access to learning. 35

8. The Regional Director of UNEP in Africa, Mounkaila Goumandakoye said: 'There is still a long and challenging way to go if we want to live up to the values and principles of sustainable development and make them a reality. Taking one step beyond the deadlocks which we face in many areas, we will need to learn how to listen to each other, to integrate views and interests to come to practical solutions. We are delighted that African youth can clearly identify these challenges and propose strategic and collaborative actions that address their individual, local, national and continental plight. African youth can help Africa walk purposefully along the sustainable development path.' 40

UNEP is the United Nations Environment Programme.

UNEP seeks to minimise environmental threats to human well-being from the environmental causes and consequences of conflicts and disasters.

NOTE : You must answer in your own words, unless you are asked to quote.

- 1.1 What does the image "kicking off" in the title suggest about the nature of the International climate change conference in Durban? [3]
- 1.2 The African Youth Summit called for "justice" (line 5). What injustices are mentioned that the youth want to change? [2]
- 1.3 Refer to paragraph 2.
How are women and other vulnerable groups at risk as a result of climate change? [2]
- 1.4 Refer to paragraph 4.
What do you understand by the term "carbon conscious" (line 16)? [3]
- 1.5 Do you think the use of social networking will assist in improving our climate? Discuss your view. [2]
- 1.6 What is the difference between "unemployment" and "under - employment"? (paragraph 5)? [3]
- 1.7 Refer to paragraph 8.
1.7.1 According to Goumandakoye, how can the deadlocks faced by the youth be overcome? Use your own words to explain what he says. [2]
1.7.2 Do you think his solution is a valid one? Give a reason for your answer. [3]
- 1.8 Discuss your response to the situation facing African youth at this summit and whether or not you think they were dealing sensibly with the issues. [4]
- 1.9 Give a synonym for the word "discrimination" (line 8) [1]

Total 25

SECTION B : USING LANGUAGE CORRECTLY

Question 2 : READ TEXT B, AND ANSWER THE SET QUESTION.

TEXT B

1. The 1950s were a very cool time. I only wish I could have experienced it for myself. It is a time in American pop culture that is highly idealised for it's music, fashion, style and culture. Everyone looked incredible, and seemed so squeaky clean-but you just knew there had to be much more going on behind the scenes! Rebel Without a Cause" is one of the most iconic flims from that era, and stories behind the making of the James Dean classic are as incredible as the movie itself. 6
2. And truth be told, Dean was not the only rebel on the set. Nicholas Ray, Dennis Hopper, Nick Adams and Natalie Wood definately held there own. There is a great article from the Vanity Fair archives that is definately required reading if your a fan of the film. They get into some of the details about the Rebel wardrobe and off-screen shenanigans as well.

- 2.1 There is a concord error in line 1.
Rewrite the sentence correctly, and underline the change you make. [1]
 - 2.2 Identify and correct the error in line 2. [1]
 - 2.3 Paragraph 2 contains an error in which two homophones have been confused.
Identify and correct the word. [1]
 - 2.4 Find a spelling error from the passage and correct it. [1]
 - 2.5 Explain why "your" in line 9 is incorrectly used. [1]
 - 2.6 How can you write 'Vanity Fair' (line 9) correctly? [1]
 - 2.7 Why is the hyphen used in 'off-screen'(line 10) ? [1]
 - 2.8 Write the following sentence in reported speech.
"I only wish I could have experienced it myself.
Begin your sentence with : The student ... [2]
 - 2.9 Give a synonym for the word 'culture' in line 3. [1]
- [10]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

Study TEXT E and answer the set questions.

TEXT E: CARTOON

BLONDIE

FRAME 1 **FRAME 2** **FRAME 3**

FRAME 4 **FRAME 5** **FRAME 6**

[Source: www.qocomics.com]

- 4.1 Explain how a sense of urgency is created in frame 2. (2)
- 4.2 The two characters in frame 1 are husband and wife, Dagwood and Blondie. In the light of the cartoon as a whole, discuss how a stereotype is presented in frames 2 and 3. (2)
- 4.3 Comment on the change in Dagwood's body language in frames 3 and 6. (3)
- 4.4 Comment critically on how irony is used to create humour in the cartoon as a whole. (3)

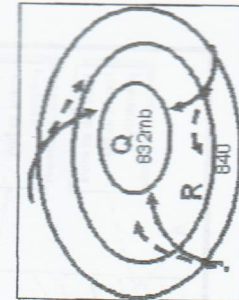
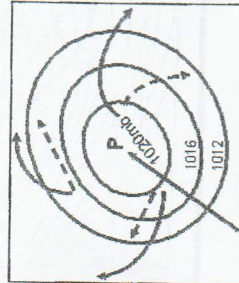
[10]

ACTIVITIES

GRADE :11 GEOGRAPHY

ACTIVITY 1.1

1. Differences in temperature on the earth's surface is closely linked to pressure differences.



--- wind deflection
 → air movement

1.1 Name the pressure cells labelled P and Q

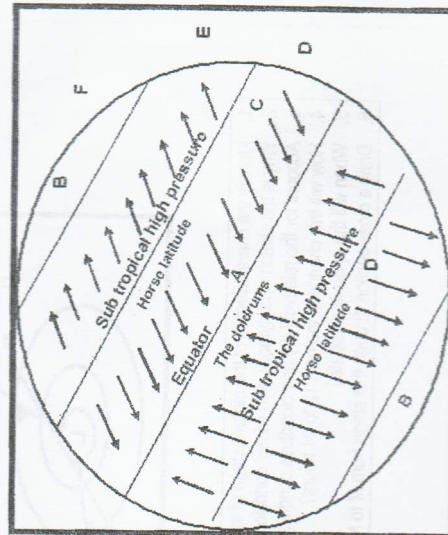
1.2 Is pressure cell P likely to be associated with winter or summer? Explain.

1.3 In which hemisphere is each cell located?

1.4 Q is associated with unstable weather. What does this mean?

1.5 Would the presence of pressure cell P or Q be preferable for a tourist planning on going for a hike in the mountains? Explain.

2. The sketch and passage below gives a global picture of pressure systems and the effect it has on the atmosphere.



Although the global scale circulation of the earth's atmosphere is influenced by several factors, the most fundamental process driving general circulation is uneven heating of the earth's surface by solar radiation. Although the energy received by the earth as a whole is balanced by energy radiated back into space, this is not true for every specific location. Some locations receive more heat energy than they emit, some receive less. The tropics, for instance, receive much more heat from the sun than is radiated back into space. The Polar Regions receive much less energy than they emit

2.1 Explain what an "energy balance" is.

2.2 What brings about an energy balance?

2.3 Do you think life at the equator or poles would be possible if an energy balance did not take place. Explain.

2.4 Describe the pressure at the equator (A) brought about by high temperatures.

2.5 Name the pressure belt labelled B.

2.6 What is the name of the winds (C) that blow in the equatorial belt?

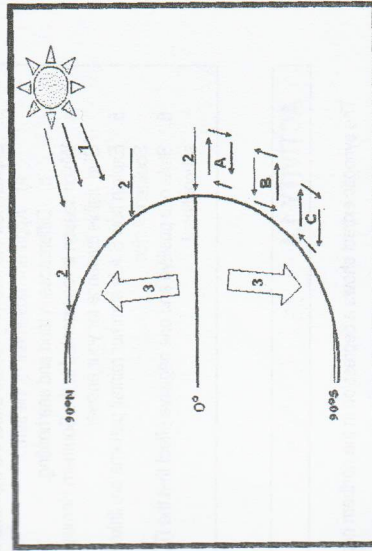
2.7 Describe the surface winds of the horse latitudes.

2.8 Why is the Hadley cell (D) referred to as a convectional cell?

2.9 South Africa is located in the 30° S latitude area, which is associated with strong subsidence of air. How does this affect our rainfall pattern in general?

ACTIVITY 1.2

The sketch below depicts the global circulation of air in the form of the tri-cellular arrangement.



1. What does global circulation of air mean?

2. Name the cells labelled A, B and C that bring about the global circulation of air.

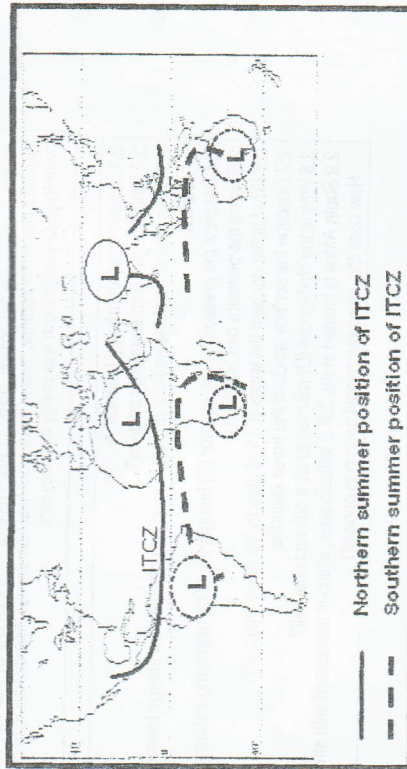
3. Do you think the air movements as represented by the 3 cells are necessary? Explain your answer.

4. Explain the difference in the formation of pressure cells A and C.

5. Which of the cells is likely to affect South Africa the most? Explain.

ACTIVITY 1.3

Study the sketch map giving an overview of the ITCZ in terms of its seasonal movement.

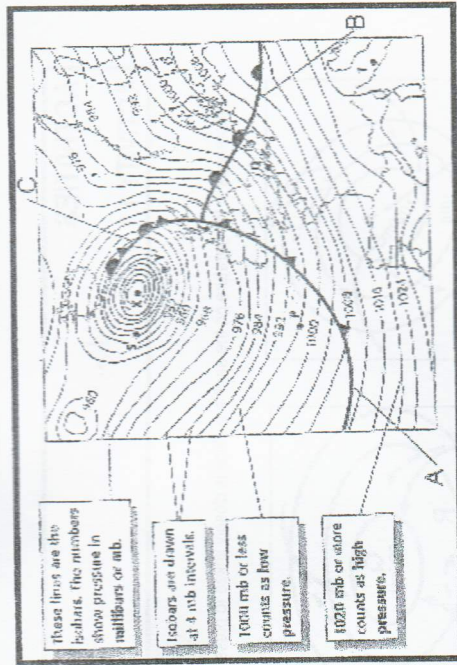


1. What is the ITCZ?
2. State two ways in which it affects the climate of the world.
3. Explain how the following factors affect the movement of the ITCZ:
 - a) Apparent movement of the sun.
 - b) Differences in land and sea heating.
4. Which season is represented in the Southern Hemisphere? Give visible evidence for your answer.
5. Explain how S.A.'s summer rainfall patterns are linked to the southward swing of the ITCZ over Southern Africa.
6. State one positive and one negative effect that the ITCZ has when it moves over the Indian subcontinent.

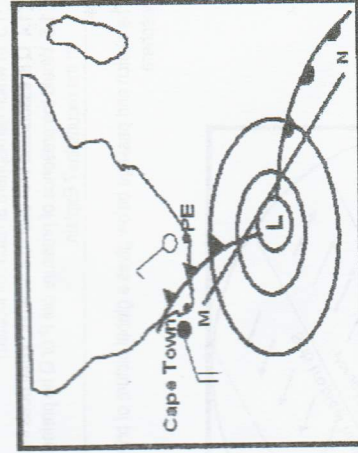
ACTIVITY 1.4

The synoptic extract shows a depression in the northern hemisphere.

1. Name the fronts labelled A, B and C.
2. What are isobars?
3. State the pressure at P in millibars.
4. Which letter indicates the lowest pressure on the map?
5. Which area is likely to be warmer P or Q? Give a reason.
6. Are heavier wind speeds going to be experienced at S or T? Explain.
7. State two air movements associated with a depression.
8. Of what significance is front A to farmers?



ACTIVITY 1.5



1. Identify the characteristics of the mature stage of temperate cyclones evident in the sketch above.
2. Why is the sketch synonymous with winter conditions in SA?
3. Account for the relatively dry and cloudless conditions at Port Elizabeth.
4. How will this change in the next 12 to 24 hours?
5. When will the cyclone dissipate?
6. Draw a cross section through this stage from M to N.

ACTIVITY 1.6

Study the satellite images and answer the questions.

Image A



Image B



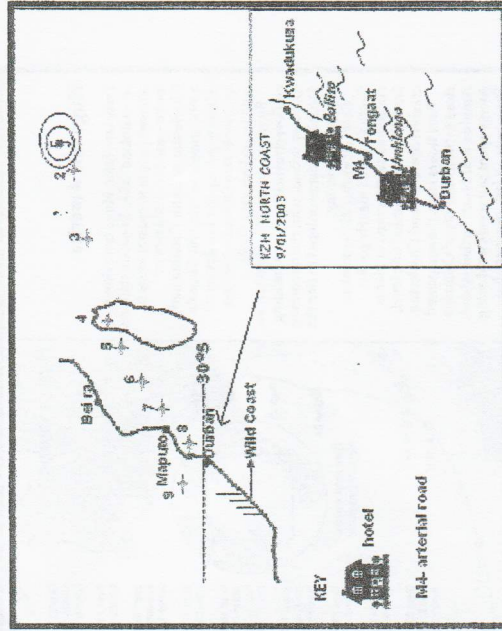
Refer to satellite image A:

1. Identify the characteristics of the cyclone above that link it to its mature stage (visible in image).
2. Explain why the cyclone will not develop within 5° N/S of the equator.
3. Describe the weather experienced in the eye of the cyclone.
4. Illustrate a cross section through the mature stage of the cyclone, and label all the air movement in the sketch.
5. Describe why the impact of a tropical cyclone can differ between countries like Mozambique and South Africa.
6. Do you think the cyclone may have occurred in February or in August? Give a reason that is visible in the image for your answer.
7. Describe the precautions a ship captain would take when approaching such a weather system?
8. Explain the reason for the dense development of cumulonimbus clouds in the vicinity of the eye.

Refer to satellite image B:

1. The atmospheric disturbance represented by the satellite image in B is a
2. Name the fronts that form the system in the image.
3. Briefly describe the formation of the cold front in the system.
4. Describe the weather being experienced over the eastern parts of South Africa as shown in the image.
5. Draw a weather symbol to indicate the weather that will be experienced in Durban.
6. When will the cyclone dissipate?

ACTIVITY 1.7



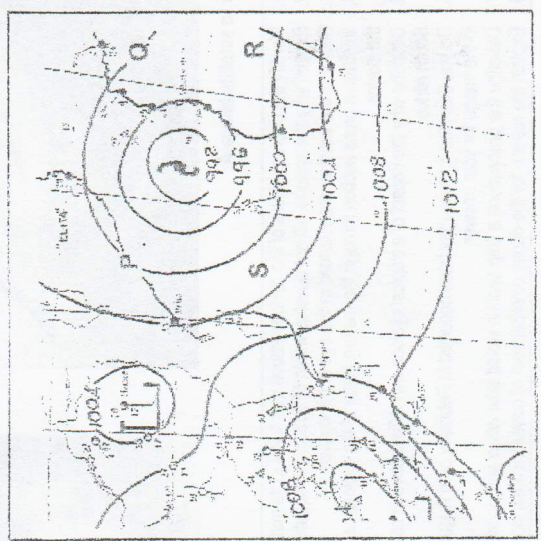
1. Describe the general environmental conditions likely to have prevailed east of Mauritius in early January 2003.
2. Describe the path taken by the cyclone after 2nd January? Give reasons.
3. Describe the weather associated with the passage of the cyclone in terms of: wind speed, rain and pressure.
4. Briefly indicate why the cyclone would have dissipated on January 9th?
5. Explain the impact this cyclone could have had on the tourism industry along the KZN North Coast.
6. Why does the Wild Coast region of the Eastern Cape seldom experience tropical cyclone activity?
7. As a resident of the region (North Coast) describe a few precautions you would have taken prior to the cyclone reaching the area.
8. Provide a name for the next cyclone to affect this region.

ACTIVITY 1.8

Read the extracts on hurricane Hugo and the path that it followed.

1. How many cyclones had occurred for the season in America prior to Hugo? How do you know?
2. For how many days did hurricane Hugo last after its first spotting near Cape Verde?
3. Why did the hurricane weaken as it passed Columbia?
4. Why were people close to coastal areas advised to evacuate?
5. What is the difference between a hurricane and tropical storm?
6. When the pilot entered the cyclone, and he was close to the eye he describes the sky as 'blackened'. Why were the clouds so dark?
7. Why was the weather in the eye calm?
8. What is the name of the bearing cloud referred to in the passage?

1. What evidence on the synoptic chart indicates that Elita is a tropical cyclone? Give TWO pieces of evidence.
2. (a) Which letter, P, Q, R or S, represents the dangerous semicircle?
(b) In which stage of development, developing or mature, is tropical cyclone Elita?
3. Give ONE reason for choosing the stage of development in Question 2(b).
4. With reference to temperature, explain why conditions were favourable for the development of a tropical cyclone.
5. (a) What is the direction of the movement of a tropical cyclone?
(b) Give a reason for your answer to Question 5(a).
(c) Describe, with reasons, the changes in ONE of the following weather conditions that you will experience when a tropical cyclone passes over: rainfall; cloud cover; wind strength



Hugo hits America

Two days later, Hugo bore down on mainland USA. Weather stations advised people in coastal areas to move - quickly. The town of Charleston in South Carolina had a 99% chance of being hit. Hugo's winds were expected to devastate an area 448km (280 miles) across, with no houses very likely.

By midnight on 10 September, an endless stream of cars was heading to safety inland, with the remaining 216,000 residents ordered to flee the following morning.

Early on Friday 22 September, South Carolina met Hugo. An enormous storm surge, in places 3m (17ft) above normal tide level, crashed down around Charleston. Four hours later, the eye passed close to the inland city of Columbia. Another four hours farther inland, energy spent and winds weakened. Hugo was, at last, downgraded from hurricane to tropical storm.

Hugo's journey

Sept 15: Hurricane warnings issued to the islands near the Cape Verde Islands, west of Senegal.

Sept 15: Hurricane warnings issued to the Caribbean. Hugo is named a hurricane.

Sept 17: Winds from 222 km/h (138-156mph), turn into Gustafburg.

Sept 18: Hugo makes the islands of Antigua, Barbuda, St Kitts, Nevis, Guadeloupe, Montserrat, Puerto Rico and the US Virgin Islands. 41 lives are lost.

Sept 20: Hugo crosses north-east, spanning the Greater Antilles, Turks and Caicos Islands and the Bahamas.

Sept 21: Urgent warnings given to more inland. Hugo due around midnight.

Sept 21: Hugo strikes St. Croix, just after midnight. Wind reach 216km/h (135mph).

Sept 22: Hugo turns north over W. Virginia and E. Ohio and disappears in Pennsylvania, leaving behind 47 more dead.

Sept 15

Sept 16

Sept 17

Sept 18

Sept 19

Sept 20

Sept 21

This map tracks Hugo's progress.

Air adventure

At 12:00 on 15 September 1989, flight NOAA-42 entered the cloud wall around Hugo's eye. The sky blackened, rain beat down and wind speed soared to 228km/h (140mph) in 90 seconds. For two whole minutes, the plane was tossed around by strong updrafts and downdrafts.

The pilot, on his 245th mission into a hurricane, managed to slip into the calm of the eye. Next only 200m (650ft) above the sea, 200 (65ft) waves, there was only the way out. Would they make it back through the towering clouds?

Forty-five nerve-racking minutes later, a rescue aircraft came around to guide the stricken plane through a power cut of the eye wall. Flight NOAA-42 took on Hugo's fury once again - to limp, shaken but safe, back to base.

Hugo and the bat

The rare red fig-eating bat was almost wiped out forever, as Hugo swept through the Luquillo rainforest in Puerto Rico.

Bats play a vital role in helping forests recover from hurricanes, by scattering tree seeds. Luckily for Luquillo, a few of this rare species survived to rebuild the forest.

ACTIVITY 1.9

Refer to the synoptic map extract showing Tropical cyclone Elita clearly visible along the east coast of Southern Africa.

**FURTHER EDUCATION AND TRAINING
COMMON TESTING GUIDE & SCOPE – 2020
TEACHER'S GUIDE**

MARCH TEST

GRADE	11
SUBJECT	Mathematical Literacy
PAPER	One Paper
DURATION OF THE PAPER	2 hour
TOTAL MARKS	100 Marks

EXPECTED WORK COVERAGE/TOPICS

Date Completed

NB: This scope must be used in conjunction with the 2019 ATP	
Topic: Patterns, relationships and representations	31.01.2020
<ul style="list-style-type: none"> • Patterns and relationships • Representations of relationships in tables, equations and graphs • Draw and interpret/analyse two graphs on the same set of axes • Compare representations of two relationships 	
Topic: Measurement	13.02.2020
<ul style="list-style-type: none"> • Conversions (including metric to imperial system, solid to liquid, temperature) • Time 	
Topic: Finance	28.02.2020
<ul style="list-style-type: none"> • Financial Documents • Tariff systems • Income, expenditure, profit/loss, income-and-expenditure statements and budgets • Cost and selling price • Break-even analysis 	

JUNE EXAMINATION

GRADE	1
SUBJECT	Mathematical Literacy
PAPER	Two Papers
DURATION OF THE PAPER	1½ hours each
TOTAL MARKS	75 marks each
TYPES OF QUESTIONS	Paper 1: "skills" paper working with familiar contexts five questions Paper 2: An "application" paper using both familiar and unfamiliar contexts, four or five questions.

EXPECTED WORK COVERAGE/TOPICS

Date Completed

The two papers assess the same content but are differentiated according to intention, cognitive demand and the nature of the contexts	
<i>All topics assessed in term 1 (March test) are examinable</i>	

SEATIDES COMBINED SCHOOL

Y. BRIJLALL

CONTENT TO WORK THROUGH DURING THE MARCH/APRIL HOLIDAYS

Learners are advised that they need to be engaged in constructive work during the extended, unplanned holiday due to the health crisis being faced internationally. As a result of the extended closure of schools, curriculum coverage may be impeded and it is advised that you work through the stipulated activities that follow and engage in research in preparation of Term 2 so as to ensure we are on track and use our time productively. The activities to be engaged with are compulsory and must be attempted before the new term commences in order to ensure a successful term.

GRADE 11 – PHYSICAL SCIENCES

Term 1 Remedial Work

Work with the term 1 revision material provided.

Term 2 – Waves, Sound and Light

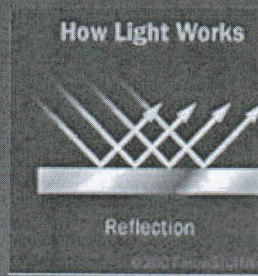
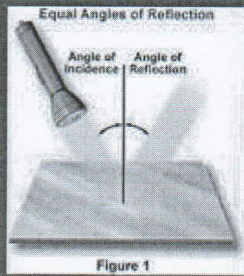
Read through the Waves, Sound and Light section for next term and take note of the following important aspects. Research and write down the following in your notebooks in order to complete the tasks below:

- The two laws of reflection
- Key terms for refraction, optical density, refractive index
- What is an angle of incidence?
- What is an angle of reflection?
- Write down Snell's Law and represent Snell's Law mathematically providing a brief explanation as to what each part of the law means
- What is the critical angle?
- Explain total internal reflection and the two conditions needed for total internal reflection to take place.
- Research what total internal reflection is about and where you would be able to find examples of total internal reflection.

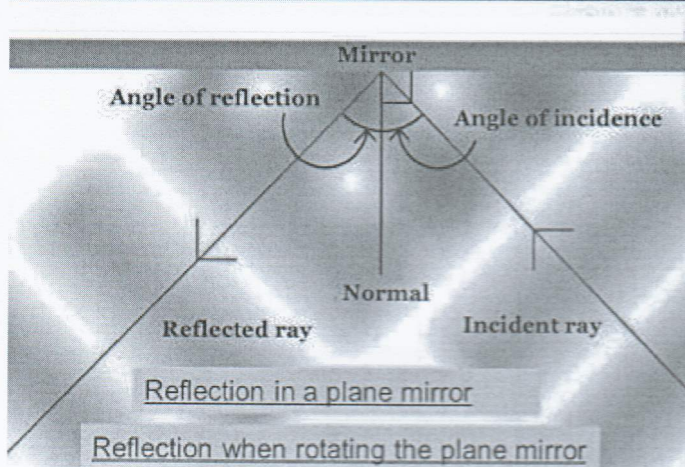
Term 2 – Chemical Change

There is a worksheet on Chemical Change that is primarily based on what was covered in Grade 10. Use this to brush up on Chemistry so that when we begin these concepts again you are already familiar with them. You would need to refer to your grade 10 notebooks and your textbook to attempt these questions.

Reflection of light



A smooth surface, such as a mirror, it reflects light so that the rays travel in the same direction.



Laws of reflection:

1. Angle of incidence = angle of reflection.
2. Incident ray, normal & reflected ray, lie in same plane.

Refraction of light

Refraction is the changing of speed and often the changing of direction when light enters or leaves a new transparent medium.

Refraction of light

Optical density is a measure of how much slower light travels through a substance than through a vacuum. Glass and perspex are optically more dense than air.

Refraction is responsible for the fact that the handle does not seem to be connected to the rest of the spoon.



**CLOSING SCHOOL DOES NOT MEAN IT'S
OKAY TO GO TO THE MOVIES,
SKATING, THE MALL, MCDONALDS ...
OR ANY OTHER PLACE OF
ENTERTAINMENT. IT MEANS ...
STAY AT HOME SO THE VIRUS DOES
NOT SPREAD. OTHERWISE, THERE IS
NO POINT IN CLOSING SCHOOL.**

**SEATIDES COMBINED SCHOOL
DEPARTMENT OF LLC – ENGLISH
GRADE 11**

**HOMework ACTIVITIES AND ASSESSMENT TASKS DURING SCHOOL CLOSURE
IN RESPONSE TO COVID-19 [MARCH/APRIL 2020]**

Learners, during the next few weeks, we will be losing valuable teaching and learning time. In an effort to make sure that we recover some of the time lost, the following activities have been formulated so that you may keep up to speed with the work that needs to be completed.

1. **Essay/Extended writing:** Carefully read the selection of topics/picture responses you have been provided with.
Write an essay of 350-400 words (2- 2½ pages on ONE of the topics provided.
Write down the number and title/heading of your essay.
Plan your work carefully in the writing skills section of your English Workbook.
After you write and edit your work, write your Final effort on a double page and hand to your educator on 14/04/2020.
2. **Transactional Writing:** refer to your transactional topic sheet in your workbook.
You have already written on 2 topics. One being your Assessment Task and another topic planned and written in the Writing Section of your workbook.
Now, choose a 3rd topic and plan and write it in your literature book.
3. **Shakespeare – Macbeth**
Stick the Essay/Contextual worksheet in your workbook and answer all of the questions. Note the format necessary in writing your literary essay.
4. **Answer the mock examination question paper in your workbook.**
Paste your worksheets neatly in your workbooks.
5. **Take this time to update your workbooks – make certain that all tasks [from the outset] have been completed, and that all worksheets are pasted.**
6. **Have your books signed by your parents?**

BE SAFE !!!

A : ESSAY

QUESTION 1

Write an essay of 350-400 words (2 -2 ½ pages) on ONE of the following topics. Write down the number and title/heading of your essay.

- 1.1 Life is like riding a bicycle. To keep our balance we must keep moving. (Albert Einstein)
- 1.2 We were born to be real , not perfect.
- 1.3 "Conflict cannot be resolved through violence"
- 1.4 It is great being a teenager in South Africa! Do you agree? Discuss
- 1.5 The challenges of being a parent in the 21st Century
- 1.6 Since the beginning of time , history has tended to render women invisible. No more!
Her story has to be told.
- 1.7 Stories like ours have happy endings.
- 1.8 "A good name is better than riches"
- 1.9 Is it sensible to have a serious love relationship while you are still in your teens?
Write a response to the above statement.
- 1.10 The pictures reproduced in the next page may evoke a feeling in you , stir your imagination or evoke a reaction. Select ONE picture and write an essay in response.

NOTE : There must be a clear link between your essay and the picture you have chosen.