



**ASSESSMENT & EXAMINATIONS**

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## **NSC 2011 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>ENGLISH FAL</b>
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<b>PAPER</b>	<b>02</b>
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<b>DATE OF EXAMINATION:</b>	<b>10 NOVEMBER</b>	<b>DURATION:</b>	<b>2 HOURS</b>
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### **SECTION 1:**

#### **(General overview of Learner Performance in the question paper as a whole)**

The performance of the learners on this paper has been good in general. Best performance was in Section D mainly which has been the most popular choice in the whole examination.

### **SECTION 2:**

#### **Comment on candidates' performance in individual questions**

**(It is expected that a comment will be provided for each question on a separate sheet).**

#### **QUESTION 1**

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

The few learners who responded to this question interpreted the topic appropriately. It is evident that they have been well taught and that the educators teaching the novel are quite clear of the themes entailed

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Learners struggled with the third aspect of this question: **How this unfair treatment makes other characters behave?**

This could be due to the complicated nature of this aspect as it deals with the social/racial repercussions caused by the unfair treatment of the said characters and the personal sorrows or problems it caused to the characters. For instance, Tom was shot at, Mayella was ostracized and Boo was lured out by the children. On the other hand, the rift between races in Maycomb and the prejudice against Boo refers to the social consequences of this unfair treatment. The question could have been rephrased as: "How the other characters reacted to this unfair treatment of each characters mentioned," to make it clearer.



<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Writing and Reviewing needs to be addressed in our classrooms. Learners will never achieve this skill if it is not taught to them. Also, teachers should deal with the themes and issues raised in the novel while teaching it. They should allow class discussions on these so that learners are empowered to give independent views on the aspects of this novel and find parallels in society for the characters and incidents described.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Learners showed a good understanding of the novel because they gave justification for their views
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Subject Advisors could provide ideas on teaching and learning activities expected of teachers when they teach this novel
<b>QUESTION 2</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
A few answered poorly but most learners responded well to this question. Problem areas were Q2.1.5 in which learners could not grasp the irony in the situation referred to and Q2.1.7 in which the reason for Atticus' refusal to believe that Mr Tate was called on a snipe hunt was not given. A few learners did not answer any questions in Q2, they obtained 0 or a low score.
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
The few learners who have underperformed are those who seemingly simply took a chance or tried their luck. It was obvious that this novel was not taught in their centres. In Q2.1.7 some wrote: Atticus cannot believe that Heck Tate went on a snipe hunt because Heck Tate knew that Atticus would go to the jail.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Learners should be given contextual questions frequently in class so that they get used to responding to questions based on extracts and the text as a whole.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Learners whose schools have chosen other texts or genres must not attempt this novel simply because they have read it for personal enjoyment or as private reading
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
The department has developed and made available such good and user-friendly study guides. These must be made available for learners to be utilised so as to augment their learning

**QUESTION 3****(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

This was not a popular question to the learners. The few who responded to it came up with good points. For instance, Simon is the one who consoles Ralph by saying he will one day reach home. The third aspect of this question was not answered well. Also, learners did not write much on how Simon's death affects the behaviour of the boys. They mentioned the division between Jack's group and Ralph's group but could not write further

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

The same challenge of learners who struggle on essay writing still persists. They still cannot demonstrate good planning skills for them to write beautiful essays.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

Learners must be taught essay writing. Educators may start by getting the learners to write short paragraphs on characters. This will get the learners into the habit of writing and will therefore perfect their skills if they are provided the opportunity to frequently write in their classrooms. Teachers could therefore even develop a literary essay for TASK 9 which is a literature task for CASS. This will familiarise the learners with literary essay writing.

**(a) Describe any other specific observations relating to responses of learners**

Learners were able to give many examples relevant to the topic.

**(e) Any other comments useful to teachers, subject advisors, teacher development etc.**

Teachers should make use of Subject Committees in their Districts. This working together would assist them in tackling difficult aspects pertaining to this text or any other prescribed text for that matter.

**QUESTION 4****(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

Few learners responded to this question. It was badly performed. Some simply copied the question as it was or gave irrelevant answers.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

The poor response could be from learners who did not read this book or whose schools do not teach this book. In 4.1.1 some gave alternative **D** as the answer, possibly because Ralph says, "If it really is an island". This was a misconception.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

Teaching and learning activities should accommodate interpretative level of this text

<b>(d) Describe any other specific observations relating to responses of learners</b>
Learners failed to give and motivate their personal responses to the text with convictions in 4.1.7. These questions are basically aimed at assessing learner's attitudes and values. This therefore necessitates intensive reading of the text and gaining of insight which should be prioritized when the text is taught. Learners should be encouraged to share opinions based on the text they are reading.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Workshops for teachers on how to interact with the text in the classroom should be conducted. Provision of support material is available in the Curriculum Offices. Teachers should consult their respective Curriculum Advisors for this material.
<b>QUESTION 5</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Few learners responded to this question. The performance was fairly well. Perhaps they could improve on the language and structure side.
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
Poor language skills and poor presentation marred the content.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
The assessment rubric for essay writing should be made available to the learners so as to expose them to the expectations on the essays they are to produce. Teachers are to ensure that they also understand and know how to make use of the literary essay rubric. Learner Workbooks on the prescribed literature is available in our district offices. This material does provide learners with assistance on essay writing.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Seemingly learners are not used to writing structured essays.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
More essay writing activities are to be done in the classrooms with prompt feedback given to the learners.
<b>QUESTION 6</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
It is quite clear that there are very few centres that teach this text as there were very few learners that responded to this question. Their performance was quite good.
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
As mentioned in the previous paragraph, learners did not perform badly on this question. But, there are some questions they can improve on. For instance, in Q6.2.3 they could give only the first point. They could not explain the fact that Mugo has suffered enough through his guilt and so does not deserve to die for his wrong doing. Q6.2.4 b) was not answered because they could not interpret the feelings of Wambui and Warui and provide substantiation for it.

<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
The background information on this text should be provided i.e. Kenya's struggle for independence, the Mau Mau Movement and the blend between fiction and reality. This will give learners valuable insight to interpret the text.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Learners struggled with questions that tested higher cognitive skills e.g. 6.2.4
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Educators need to have their own forum where they could share ideas on good practices regarding the teaching of the text.
<b>QUESTION 7</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Many learners responded to this question. Some centres performed well and some badly.
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
The same problem persisted: Learners cannot write essays. In this question they simply retold the plot. They focused on the storyline but could not write much on Juliet's character. Hence, the topic was not addressed fully.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Learners must be taught to understand and respond to the topic in question and respond to it in a relevant manner instead of retelling the story. They should be taught on characterization of the various characters in the play.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Learners should not give subheadings and point form writing in an essay. Standard English must be used.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Drama is a genre that requires attention by teachers. It could even be staged/performed in class so that learners catch the essence of the story and bring the characters to life. This would assist the learners to understand questions like Q8.1.6
<b>QUESTION 8</b>
a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Most learners responded well on this question. The open-ended question also received beautiful responses from the learners.
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
The learners do not understand that drama is a genre that requires performance on the stage. Some learners struggled with 8.1.6. They would give responses like: "He was crying" 8.1.5 was not answered because they do not understand why repetition is used in literature. One response was: "to show that she was sad"

<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
When teaching Drama, teachers must arrange for it to be staged. Learners should be able to understand the feelings of characters and get into their shoes.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Learners must weighed their answers against the marks allocated for each question so that they give the required number of points for an answer.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Teachers can encourage class discussions and debates on what happens in the play.
<b>QUESTION 9</b>
<b>a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Most learners came up with good essays but a few were off topic.
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
Learners retold the story and did not attend to the aspects indicated in the guidelines. Some defined culture and tradition while others wrote Mandisa did not obey the culture. Some gave the similarities and differences between Siphon and Themba. Some just copied the extracts given.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Writing is a skill that needs to be taught. Learners should refrain from attempting essays if they are not good at it.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Short hand writing, colloquial language and sms writing should be avoided.
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Teachers should bear in mind that learners are exposed to the political background of this story.
<b>QUESTION 10</b>
<b>a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered</b>
There were mixed responses to this question.
<b>b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
Examples of questions where learners could not score marks in seemingly easy questions: Learners could not understand the figurative meaning of “light up the sky” in 10.2.4. They came up with literal interpretations such as “the sky will light up”. In 10.2.6 they did not understand that amnesty was for politically motivated crimes. In 10.2.10, they did not give a complete answer for 2marks. They only wrote:”The girls helped him.” In 10.2.8 they gave contradictory answers.

<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Learners should be taught literal and figurative language and the difference between the two. They must be given the background as well as specific terms in the drama e.g. amnesty
<b>(d) Describe any other specific observations relating to responses of learners</b>
Learners should understand that open-ended questions assess their own viewpoint in terms of their own values and attitudes
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Forum discussions by learners would empower learners and give them valuable insight on the characters
<b>QUESTION 11</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered</b>
Most learners answered this question. Some retold the story while others focused on the guidelines and addressed the topic.
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions</b>
Learners did not come into grips with the content of the story. They used informal, colloquial language and slang to express themselves. Arguments were not given coherently or logically. Some did not give the reasons for Mr Willison putting pressure on Rob. Others used their own imagination and ended up with faulty interpretation.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Learners must be taught to take formal notes during the teaching activity. It should be emphasised to learners that essay writing requires formal/ standard English.
<b>(d) Describe any other specific observations relating to responses of learners</b>
There was no need for learners to discuss Mrs Willison's role.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc</b>
Subject Committees are to be revived so that educators get a platform to share ideas.
<b>QUESTION 12</b>
<b>a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered</b>
The majority of learners who attempted this question also did it well.
<b>b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions</b>
12.1.2 b) required learners to use their own words, yet they came up with "clogged", "rotten" and so on. They took words straight from the text. In 12.1.2 they did not follow the word limit. In 12.1.3 they wrote "smelling humanity instead of 'sour-smelling humanity. Some did not understand the background of the story.

<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
It is imperative on learners to understand the setting of the story. i.e. the apartheid era and the oppression of black people. Teachers should not just summarise the story but teach the specific details and focus on characterisation.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Learners should know that compound words are treated as single words.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc</b>
Subject Advisors should generate teacher and learner support material and make it available to all stakeholders.
<b>QUESTION 13; 14; 15 and 16</b>
<b>a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered</b>
The majority of learners responded to Section D. Most of them scored well.
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions</b>
Learners did not understand the use of personification/apostrophe. They struggled to explain the difference between the two. In 13.4, 14.2, 15.4.1 and 16.8 they were required to use their own words but they still came up with direct quotations. In 13.5 they could not paraphrase or interpret the line. They also did not know what it means by <b>a line</b> . They ended up quoting the whole sentence. True/False questions are responded to as Yes/No and they lose marks for doing that. Figures of speech, especially METAPHOR was difficult for them to explain. In Q 15.2.1 the answer should be "Shaka is compared to a cub", not 'his cry to a cub' In 14.9 they could not describe the feeling of the speaker and the reasons given just described what the speaker wished for the slum children, but not an objective description of what he mentions in the poem. The half marks were carelessly answered because learners did not have much insight on the poem/s.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Educators need to explain figures of speech and the function of each in the context of the relevant poem. Encourage learners to use their own words to interpret the poems.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Learners do not have an insight on these poems. Reading for specific purposes is not done well.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc</b>
In district Subject Committees, teachers must each be given ONE poem to master and they come together and share material and ideas on the poems so that each empowers the other.
This examination focused mainly on Learning Outcome2: Reading and Viewing. The four Assessment Standards in this learning outcome specifically concentrate on literature. These are: <b>AS 1- Demonstrate various reading (and viewing) strategies</b> <b>AS 2 – Evaluate the meaning of a wide range of written texts</b> <b>AS 3 -Evaluate how language and images may reflect and shape values and attitudes in texts:</b>





#### **AS 4 –Explore and evaluate Key features of texts and explain how they contribute to meaning**

In all the four sections of the paper, learners had to read either extracts or poems from four of the prescribed texts. To successfully achieve the task, they had to engage sub-skills entailed in Assessment Standard 1. They also had to interact with the extracts/poems by reading with concentration according to task and inferring meaning of unfamiliar words. Thus, **Assessment Standard 1** has been successfully achieved.

Throughout the paper, in every section, learners are referred to certain lines in the text to find relevant information. Quite often, learners have been asked to give and motivate personal responses (Q.2.1.10; 2.2.8; 4.1.7; 4.2.6; 6.2.7; 8.2.7; 10.1.10; 12.2.9; 15.10; 16.10). In Question 12 learners are required to look closely at the narrator's viewpoint, an exercise that addresses AS2 SS5. In Q12.1.5, the question demands to assess the skill of analyzing the narrator's viewpoint. To achieve this, they have to give supporting evidence from the text. Such questions as referenced here evidence that **Assessment Standard Two** has been catered for in this Question Paper.

**ASSESSMENT STANDARD 3** has three sub-skills. Sub-skill number 3 ensures that our learners are able to analyse the nature of bias and discrimination and how these affect meaning. The essay question on the novel *To Kill a Mockingbird* beautifully assesses this sub-skill.

**ASSESSMENT STANDARD 4** explores mainly the **KEY FEATURES** of all the different genres taught to our learners. They therefore need to be assessed on whether they are able explain how these key features contribute to meaning of the text studied. Also, the sub-skills in this assessment standard connect to all the genres. For instance, for the Novel or Short Stories, our learners need to be skilled and assessed on **Plot, Subplot, conflict, the role of the narrator and character development**. In Questions 7 and 9 learners have been assessed on character development. The Assessment Standard (four) has been minimalised.

#### **HAVE THE COGNITIVE LEVELS BEEN MET ACCORDING TO PRESCRIPTION?**

The contextual questions in this question paper are correctly set on a variety of extracts from the prescribed texts.

It is clearly evident in this Question Paper that the Bloom's Taxonomy was taken into consideration during the setting of the questions. All five cognitive Levels have been catered for.

Questions that purely require information literary from the text (2.1.1; 2.2.2; 6.1.4; 8.2.1; 10.1.2 10.2.2...) evidence **Level 1 type** of questions.

**SIGNATURE OF CHIEF MARKER:** \_\_\_\_\_



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*Quest for Excellence through high powered performance*

