

### NSC 2016 CHIEF MARKER'S REPORT

<b>SUBJECT</b>	ENGLISH HOME LANGUAGE		
<b>PAPER</b>	2		
<b>DATE OF EXAMINATION:</b>	9 NOVEMBER 2016	<b>DURATION:</b>	2 ½ HOURS

#### **SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

The majority of learners' results were in the lower levels. Candidates who managed to reach Level 7 produced work of the highest standard. There were some stunning answers from good centres. Full marks for questions were awarded with confidence for some candidates.

A general problem was that candidates do not know how to answer the questions. Terms such as 'discuss', 'explain', etc. were mostly ignored. This contributed to candidates not being awarded the third mark in the contextual questions.

The Poetry section offered a wide range of responses as usual. Most candidates answered Q2. The essay question (Q1) was the least popular question. The unseen poem (Q5) proved to be particularly challenging, but it was heartening to see some excellent responses for this question – clearly the result of efficient teaching. It is hoped that these teachers will enjoy the recognition they deserve. The two birds in the poem did cause much confusion to learners who are not proficient in the language.

In the novel section *Animal Farm* provided the most responses with average results. As before, *Pride and Prejudice* was answered by the least number of learners (about 200/ 9269), which was a slight decrease from last year. Some centres produced work of high quality, but at other centres learners were not prepared well. The memo discussion did not afford an opportunity to discuss *Pride and Prejudice*, because no sample scripts were available. The memo, however, provided enough clarity.

*Othello* was the more popular drama, with the essay question (Q13) the more popular option. As before, the results were average.

This report reflects on the NSC 2016 exam which, by all accounts, will see the last of the current set works. The new works will hopefully also provide teachers the opportunity to engage, via a text, with learners and their wonderful world. The lack of concrete information about the works for 2017 is most disturbing and it is sure to impact on the results next year.

## 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).

<b>QUESTION 1 Poetry – Essay question: 'On the Move'</b>		
Sampled: 8      Max.: 10      Min.: 2		
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>		
<b>Average mark from the sample of 100 :</b>		<b>7/10</b>
<b>SUB-QUESTION</b>	<b>TOPIC OR ASPECT TESTED</b>	<b>AVERAGE % FROM SAMPLE</b>
	<ul style="list-style-type: none"> <li>Not a popular choice , probably due to the perceived difficulty of the poem</li> <li>Very poorly answered in general.</li> <li>Good responses demonstrated a thorough understanding of the poem and an ability to analyse the text</li> </ul>	8
<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>		
<ul style="list-style-type: none"> <li>Many generalised and faulty interpretations.</li> <li>The biggest error was failure to respond to the topic – 'lack of purpose'.</li> <li>List of quotes is given with no relevant comment or link made to question.</li> <li>Paraphrased; starting sentences with 'the way that' or 'It says...'</li> <li>Diction, imagery and tone largely ignored.</li> </ul>		
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>		
<ul style="list-style-type: none"> <li>A national workbook or study guide so that learners do not have to rely on teachers only.</li> <li>Teach learners the skill of literary essay writing. Learners must be taught to deal with one point per paragraph and to back it up with a quotation or explanation.</li> <li>Alternatively, discourage learners from answering this question.</li> </ul>		
<b>(d) Describe any other specific observations relating to responses of learners</b>		
<ul style="list-style-type: none"> <li>Candidates fail to follow basic rules such as paragraphing and style.</li> <li>Learners ignore specific references in the question to diction, imagery, etc.</li> <li>Most answers were based on paraphrasing.</li> </ul>		
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>		
<ul style="list-style-type: none"> <li>Either the question must be omitted from the paper, or positive steps must be taken to assist learners and teacher with the relevant material.</li> <li>The predictability of this question can assist those candidates who are well versed in essay writing to prepare well for this question.</li> </ul>		

**QUESTION 2 Poetry – Contextual question: ‘Lake Morning in Autumn’**

Sampled: 76      Max.: 10      Min.: 0

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

<b>Average mark from the sample of 100 :</b>		<b>5/10</b>
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
		76
	<ul style="list-style-type: none"> <li>• Most popular choice.</li> <li>• Candidates fared fairly well in this question; even centres that generally performed weakly managed to do relatively well.</li> </ul>	

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

- Q2.1 Candidates use terms like good and bad. More specific descriptions must be taught. Growing taken literally
- Q2.2 Focus on the length of the stork’s legs instead of the journey.
- Q2.3 Candidates did not know the meaning of ‘clubbed’. Many generalised answers; no mention of ‘clubbed’. Candidates do not respond on the appropriateness of a word when asked.
- ‘Diction’ requires specific quotations, which were seldom supplied.
- Q2.4 Quoted without explanation. Many assume that the stork is old / young.

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

- A national workbook or study guide so that learners do not have to rely on teachers only. There are a number of guides in circulation and some are very different in their interpretation.
- Teach vocabulary.
- Discourage candidates to base answers based on personal information. All answers should be based on textual evidence.
- Q2.3 Highlight specific words in a quotation as a guide to prevent generalised responses.

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

- Candidates do not know how to follow instructions. Teachers to teach how to answer a question paper.
- Some centres consistently revealed incorrect approach to answering typical questions regarding poetry.

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

- Teachers to focus on developing relevant vocabulary – learners were limited in expansion of ideas because of complexities around vocabulary.
- Regular workshops are necessary, especially in view of the new poetry list.

**QUESTION 3 Poetry – Contextual question: ‘Wild doves of Louis Trichardt’**

Sampled: 69

Max.: 10

Min.: 0

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

Average mark from the sample of 100 :		5
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
	<ul style="list-style-type: none"> <li>Q3.1 Mixed response; often generalised.</li> <li>Q3.2 Well answered.</li> <li>Q3.3 Literal interpretation of ‘liquid’.</li> <li>Q3.4 Many gave own ideas; avoided content.</li> </ul>	69

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

- Q3.1 Too many answers focused on the heat instead of man’s response.
- Q3.2 Many offered religious slant as answer; mentioned in some study guides. Literal meaning of bending to eat also often suggested.
- Q3.3 ‘formulae’ misunderstood. Some birds in water appeared.
- Q3.4 ‘Speaker’s attitude’ seen as personal interpretation. Many responses based on geographical explanation.

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

- Teach vocabulary.
- Use old exam papers as a guide to teach questioning techniques.
- Provide better resources to particularly underprivileged schools.

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

- Candidates who learnt did well.
- Q3, Q4: Generally difficult to award third mark.

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

- Inform learners how to get third mark.
- Develop material, etc. to ensure uniform approach to subject.

**QUESTION 4 Poetry – Contextual question: ‘London’**

Sampled: 48

Max.: 9

Min.: 0

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

<b>Average mark from the sample of 100 :</b>		<b>4</b>
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
	<ul style="list-style-type: none"> <li>Q4.1 Candidates fail to focus on RELATIONSHIP; ‘marks’.</li> <li>Q4.2 ‘hapless’ (and other words) misunderstood.</li> <li>Q4.3, Q4.4 Poorly answered. Failure to follow instructions.</li> </ul>	48

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

- Q4.1 Clearer phrasing of question. Also, the use of good and bad was noticed.
- Q4.2 ‘hapless’ seen as ‘hopeless’.
- Q4.3 ‘mind-forged’ needed unraveling.
- Q4.4 Fairly well answered but not enough textual referencing as required by the question.

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

- A national workbook or study guide so that learners do not have to rely on teachers only.
- Proper teaching of poetic terms, vocabulary, etc.

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

- Learners must learn how to analyse questions.

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

- English as Home Language should be taught as such. Many responses made use of poor expressions and slangy diction.

**QUESTION 5**

Poetry – Contextual question (unseen poem): ‘Two birds’

Sampled: 99

Max.: 8

Min.: 0

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

<b>Average mark from the sample of 100 :</b>		<b>4</b>
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
		99
	<ul style="list-style-type: none"> <li>Very poorly answered.</li> <li>Proved to be difficult for most.</li> <li>‘BB gun’ might be foreign concept to many learners.</li> </ul>	

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

- Q5.1 Many candidates did not know how punched could affect a bird. The response was meant to

<p>explain the action and the consequence to the bird.</p> <ul style="list-style-type: none"> <li>• Q5.2 'groped' misunderstood.</li> <li>• Q5.3 'strummed' and related imagery too complex.</li> <li>• Q5.4 'Paradox' basically understood, but difficult to obtain third mark. Many responded personally, ignoring the poem.</li> </ul>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>• A national workbook or study guide so that learners do not have to rely on teachers only.</li> <li>• Remind learners to be guided by mark allocation.</li> <li>• Teachers are encouraged to teach unseen poetry from Grade 8 level.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>• Learners quote without explaining relevance.</li> </ul>
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>• Provide specific study guides.</li> <li>• Teach poetry in a dynamic and interactive way where pupils are involved in the discovery of what the poem says. Let them talk to the poem, ask it questions and so allow them to find out how it works rather than a mere presentation and supplied notes. (A death knell to any poem.)</li> </ul>

<b>QUESTION 6: Novel – Essay question: <i>Animal Farm</i></b>				
<b>Sampled: 37</b>	<b>Max.: 23</b>	<b>Min.: 4</b>	<b>Ave.: 14/25</b>	
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>				
<ul style="list-style-type: none"><li>• Learners did not understand question.</li><li>• No differentiation between 'circumstances' and 'flaws'.</li><li>• Focus on animals as victims.</li><li>• Lacks substantiation – sweeping statements without evidence from the text.</li><li>• Focus on one character only.</li><li>• Resort to story-telling.</li><li>• Vague, generalised responses.</li></ul>				
<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>				
<ul style="list-style-type: none"><li>• Responses based on film version.</li><li>• Learners not <i>au fait</i> with requirements of literary essay format.</li></ul>				
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>				
<ul style="list-style-type: none"><li>• Use old exam papers.</li><li>• Teach terms such as 'tone', 'mood' for novels too.</li><li>• Hammer the idea of using the story to prove a statement rather than merely telling it to show that one knows the novel. Always return to the text for the reason that any statement is made.</li><li>• Teach literature essay formats, e.g. no bullets, sub-headings, etc.</li><li>• Avoid showing the film – pupils tend to retell the film version.</li></ul>				
<b>(d) Describe any other specific observations relating to responses of learners</b>				
<ul style="list-style-type: none"><li>• Too long-winded – teach succinct, to the point writing and thinking.</li><li>• Explain what logic and arguing a point entail.</li></ul>				

<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>Refrain from over-teaching political history and implications of the novel. These are then forced into any answer.</li> </ul>

<b>QUESTION 7: Novel – Contextual question: <i>Animal Farm</i></b>
<b>Sampled: 32      Max.: 24      Min.: 0      Ave.: 16/25</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<ul style="list-style-type: none"> <li>Candidates misread questions.</li> <li>Many do not earn the third mark.</li> </ul>
<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>
<ul style="list-style-type: none"> <li>Q7.1 Learners could not get third mark. Struggle to link answer to Boxer.</li> <li>Q7.2 Confuse 'mood' with 'tone'. Did not show contrast.</li> <li>Q7.3 Generalised answer. Did not focus on one technique, as question indicated. Mentioned techniques not used in the extract.</li> <li>Q7.4 Poorly answered. Fail to highlight that animals are dependent on the pigs.</li> <li>Q7.5 Although well answered, few points for 3 marks. Concentrated on other human characteristics other than appearance.</li> <li>Q7.6 Poorly answered. Irony ignored.</li> <li>Q7.7 Poorly answered. Mostly higher order; too loaded. Focused on human qualities and ignored cheating/ dishonesty.</li> <li>Q7.8 Well answered.</li> </ul>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>A national workbook or study guide so that learners do not have to rely on teachers only.</li> <li>Make use of previous exam papers to inform learners about the format and mark allocation.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>'Comment on...' '...the significance of...' Learners ignore these instructions, probably because they do not understand them.</li> </ul>
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>Apart from teaching the novel, teachers have to guide learners on how to answer exam questions.</li> </ul>

<b>QUESTION 8: Novel – Essay question: <i>Pride and prejudice</i></b>
<b>Sampled: 5      Max.: 25      Min.: 14      Ave.: 19/25</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<ul style="list-style-type: none"> <li>Most responses addressed the question.</li> <li>Poor marks were awarded because learners lapsed into storytelling or focused only on one character.</li> <li>Some delightful responses earned excellent marks. A number achieved 24 and 25.</li> <li>Most candidates knew the novel.</li> <li>Even fewer candidates than last year were entered for this option.</li> </ul>



<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>
<ul style="list-style-type: none"> <li>Some centres do not teach the novel, but rely on the film versions instead.</li> <li>Candidates are not taught the basics of literary essay writing.</li> </ul>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>Avoid relying on the films.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>Candidates who were taught well did well.</li> </ul>
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>Refer candidates to additional sources instead of using the film versions as study guides.</li> </ul>

<b>QUESTION 9: Novel – Contextual question: <i>Pride and prejudice</i></b>
<b>Sampled: 4      Max.: 23      Min.: 18      Ave.: 22/25</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<ul style="list-style-type: none"> <li>Q9.3 Many learners did not refer to later developments for the third mark.</li> <li>Q9.6 Candidates fail to 'Critically discuss'.</li> <li>Q9.7 Irony not clearly defined.</li> <li>Q9.8 Few got 4 marks; no clear understanding of 'vanity' and 'pride'.</li> </ul>
<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>
<ul style="list-style-type: none"> <li>Learners do not develop answers to earn third mark.</li> <li>Scant knowledge of terminology.</li> </ul>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>Teachers should be in class; this is not a difficult novel to teach.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>Learners who did not do well were clearly left to fend for themselves.</li> </ul>
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>Use films as aides and not the primary source when teaching a novel.</li> </ul>

<b>QUESTION 10: Novel – Essay question: <i>The Great Gatsby</i></b>
<b>Sampled: 15      Max.: 24      Min.: 0      Ave.: 12/25</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<ul style="list-style-type: none"> <li>Very poorly answered.</li> <li>Simply discussed 'circumstances' instead.</li> <li>Misunderstood 'victim' – Tom is a victim because he cannot help it that he cheats on his wife.</li> <li>Inlove is NOT one word.</li> <li>Poor spelling of characters' names, especially Murtel/Mrytel/Mirtel, etc.</li> </ul>
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common</b>



<b>errors committed by learners in this question, and any misconceptions.</b>
<ul style="list-style-type: none"> <li>• The topic was not clear to many candidates.</li> <li>• Many could not explain why something was a circumstance or whether it was a flaw. Some can be argued both ways.</li> <li>• Learners not <i>au fait</i> with requirements for literary essay writing.</li> <li>• Mere telling of the story.</li> <li>• Style and structure errors, which could have been avoided, impede meaning.</li> <li>• Few show introduction and conclusion as part of their responses.</li> </ul>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>• Spend more time actively teaching essay writing.</li> <li>• Encourage learners to think analytically.</li> <li>• Understand '...to what extent...' as an instruction.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>• Too many candidates still resort to storytelling.</li> <li>• Critical element often absent.</li> <li>• Many candidates were simply unprepared; they did not know themes, characters.</li> <li>• Many learners used the film versions as their only source.</li> </ul>
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>• Essays are higher order questions. Encourage learners to engage with the material as a means to develop a significant life skill.</li> <li>• Refrain from using film material instead of the text.</li> </ul>
<b>QUESTION 11: Novel – Contextual question: <i>The great Gatsby</i></b>
<b>Sampled: 7                      Max.: 19                      Min.: 1                      Ave.: 11/25</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<ul style="list-style-type: none"> <li>• Fewer chose this option than the essay.</li> <li>• Some treated it as an 'unseen' or comprehension question.</li> </ul>
<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>
<ul style="list-style-type: none"> <li>• Q11.3 'Comment on...' Learners' comments were insufficient. Most merely mentioned the affairs.</li> <li>• Q11.4 Difficult question very poorly answered. Learners could not define Nick's 'attitude'.</li> <li>• Q11.5 Too vague and generalised. Perhaps not taught in some centres.</li> <li>• Q11.6 Weak candidates tried to answer this from the text, revealing a lack of knowledge re the novel as a whole.</li> <li>• Q11.7 Repetitive answers; lacked depth. 'He adored her...' 'She was a princess...' etc. but seldom beyond that.</li> <li>• Q11.8 Few candidates earned the fourth mark – lack of critical thinking. Many do not follow the instruction to use the extract as a starting point.</li> </ul>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>• Teach themes, etc., and explain the novel beyond the text.</li> <li>• Relate the plot to reality.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>• Learners need to be taught how to understand instructions implied in the questions.</li> </ul>
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>

- Teach the fundamentals of literary essay writing. Practise, practise, practise!
- Learners need guidance; it is a higher order learning skill.

**QUESTION 12: Drama – Essay question: *Othello***

**Sampled: 35      Max.: 25      Min.: 1      Ave.: 14/25**

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

- Too much story being rehashed.
- Egotism not addressed.
- Topic disadvantaged those who chose to do it – those who did the contextual did significantly better.
- Incorrect style – use of rhetorical questions ('How would you feel...'), colloquial language.

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

- Lack of understanding of 'egotism' in relation to the play. The concept that a character has an ego, instead of inflated/big ego often mentioned.
- Defined 'egotism' as confidence, power, jealousy.
- Candidates used pre-learned essays which meant a character sketch-type answer.
- Incorrect use of register. Candidates enter into a dialogue with the marker.
- Some creative responses on the danger of inflated ego's were observed.

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

- Need to extend candidates' literacy vocabulary.
- Practice needed in writing literary essay; reading essay questions.
- Teach terms used, e.g. 'to what extent'.

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

- Candidates fail to follow basic rules about structure, such as paragraphing and style.
- Explain the difference between story-telling and addressing the question.

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

- Teach candidates how to look for the **focus** of the essay.
- Use key words, references to characters and themes in each paragraph.
- Teach the appropriate register.
- Encourage learners to attend drama performances.

**QUESTION 13: Drama – Contextual question: *Othello***

**Sampled: 42      Max.: 25      Min.: 1      Ave.: 14/25**

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

- Fairly well answered.
- Responses were better than those for the essay.

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

- Q13.1 Mostly well answered although too much direct quotation of fighting the "enemy Ottoman"
- Q13.2 Mostly well answered.
- Q13.3 Candidates omitted to mention 'race' as the main reason for Brabantio's ill-feeling towards Othello. Some missed the reaction to the news.

<ul style="list-style-type: none"> <li>• Q13.4 Candidates omit to provide motivation for stage instructions, thus losing third mark.</li> <li>• Q13.5 Did not know about Venetian society; focus on the version Iago gives when he manipulates Othello into believing Desdemona's infidelity was seen in a number of answers. Candidates just had to focus on the words from the extract to obtain full marks.</li> <li>• Q13.6 Did not know how to explain Desdemona's character before applying it to these lines. Higher order answer required.</li> <li>• Q13.7 Candidates did not refer to Othello's words about Desdemona to support their answers. Diction had to be discussed using examples.</li> <li>• Q13.8 Needed to mention 'pity' and audience's response for full marks.</li> </ul>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>• Teach appropriate vocabulary used in question papers. Terms such as 'critically discuss', 'play as a whole' need to be taught.</li> <li>• Advise learners to use the mark allocation as an indicator. Unless they can provide three facts, they should know that a two-fact answer requires a deeper level of interpretation.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>• Learners tend to generalise (Q13.6, Q13. 8). Teach answering skills.</li> </ul>
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>• Teach basic drama techniques such as tone of voice and body language.</li> <li>• Encourage learners to attend drama performances.</li> </ul>

<b>QUESTION 14: Drama – Essay question: <i>The crucible</i></b>			
<b>Sampled: 7</b>	<b>Max.: 19</b>	<b>Min.: 6</b>	<b>Ave.: 15/25</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>			
<ul style="list-style-type: none"><li>• Questions generally poorly answered. Candidates did better in the contextual question.</li><li>• Candidates either understood the question or not at all.</li></ul>			
<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>			
<ul style="list-style-type: none"><li>• Terms such as 'ego' were not understood. See comments on the Othello question. The concept that a character has an ego, instead of inflated/big ego often mentioned.</li><li>• Candidates do not write literary essays according to the right format – poor structuring, storytelling, vocabulary, spelling characters' names incorrectly, etc.</li><li>• Candidates write an introduction and conclusion relevant to the topic, but the rest of the topic is ignored.</li></ul>			
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>			
<ul style="list-style-type: none"><li>• Teach learners how to write a literary essay. Practise it regularly.</li><li>• Teach learners to refer to the theme and characters in support of each argument.</li></ul>			
<b>(d) Describe any other specific observations relating to responses of learners</b>			
<ul style="list-style-type: none"><li>• Candidates often use colloquial style.</li><li>• Candidates need to know how to unpack a question.</li><li>• Weak candidates quote chunks from the contextual extract as part of their essay.</li></ul>			
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>			
<ul style="list-style-type: none"><li>• Literary essay writing is a higher order skill. Learners need clear guidance.</li></ul>			

- Focus on the subtleties of language and style.
- Encourage learners to attend drama performances.

**QUESTION 15: Drama – Contextual question: *The crucible***

**Sampled: 16      Max.: 20      Min.: 2      Ave.: 12/25**

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

- Candidates often did not earn the third mark.
- Poor knowledge of stage instructions.

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

- Q15.1-Q15.3 Well answered.
- Q15.4 Candidates did not understand the question. The vulnerability of Rebecca Nurse was not always considered for the third mark. The stick implied that she was old. Some placed in a different cultural context. Few earned third mark – ‘dramatic significance’ misunderstood or ignored.
- Q15.5 Well answered.
- Q15.6 Few obtained third mark although the memo provided much selection.
- Q15.7 Not enough emphasis on body language and tone of voice. Tends to be melodramatic, e.g. ‘He is on his knees...’. Motivation for the direction was not mentioned.
- Q15.8 Answers too short.

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

- Specifically teach learners to follow through with ‘therefore...’, ‘as a result ...’ etc. to earn the third mark.

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

- Of the two dramas, *The Crucible* appears to be the more accessible one.
- Answers reflect that learners know the play.

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

- Literary essay writing is a higher order skill. Learners need clear guidance.
- Teachers should encourage learners to study the requirements needed to answer question papers. It will allow them to improve their marks significantly.
- Encourage learners to attend drama performances.