



## CHIEF MARKER'S REPORT

<b>SUBJECT:</b>	<b>ENGLISH FIRST ADDITIONAL LANGUAGE P2</b>
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### 1. ANALYSIS OF QUESTION BY QUESTION PERFORMANCE

#### QUESTION 1

Not many learners responded to this question. Those who did performed well enough to pass. The question itself was aimed at evaluating the learners' skill on recognising and explaining the nature of prejudice and discrimination in our society as seen in the novel. This is with reference to **LO2 AS3: To recognise the nature of bias, prejudice and discrimination**. This was a literary essay question and therefore learners' writing skills were assessed. In giving their response to the question, they had to demonstrate planning skills, develop relevant and coherent ideas into proper paragraphs. Some learners are unable to produce a good piece of writing. They scored well on **content** but struggle on **structure and language**.

#### QUESTION 2

**AS4 enables learners to explore some of the key features of a novel** like characterisation. In this part of the paper questions on **character portrayal** were asked. In responding to such a question they had to recognise the theme in the novel. In so doing they had to  
Learners were also assessed on recognising and explaining figures of speech (irony) which they did very well.  
On characterisation the learners responded very well. They were able to discuss their own views on Atticus' and Mayella's character.

#### QUESTION 3

Question 3 was basically an assessment on characterisation. Learners had to understand the two main characters in the novel (Ralph and Jack). Most of them were able to do this but some confused the sequence of events. This reflected a lack of understanding of the text and this meant that the assessment standard has not been achieved (**Learner is able to read...for understanding and evaluate critically the novel**).

Since this was a literary essay, learners' writing skills were assessed. They, therefore, had to demonstrate planning skills, develop relevant and coherent ideas into proper paragraphs.

This was not a popular choice with learners at all such that very few responded to it.

The nature of this question required the learners to explain the **theme of leadership** linking it to the two characters, Ralph and Jack.

The NCS envisages a learner who will be imbued with values and act in the interest of society based on democracy, human dignity and social justice as promoted in the Constitution. In the light of this, question 3 was also aimed at assessing the learners on showing their skill in evaluating what makes a good leader and the different styles of leadership.

#### QUESTION 4

The purpose of this paper was to evaluate achievement of AS1, 2 and 3 together with the sub-skills entailed. Learners were required to **give and motivate personal responses to the text with conviction**. Such questions are basically aimed at assessing learners' attitudes, values and beliefs. Some learners gave excellent responses to these questions. The only setback was that markers tended not to understand the meaning of open-ended questions.

Questions on figures of speech were meant to assess whether learners do recognise and are able to explain the effect of literary devices. Learners seemed to struggle in identifying and explaining the figure of speech required in 4.1.6.

#### QUESTION 5

**AS3 requires the FET learners' ability to explain a viewpoint and give supporting evidence from the text based on the statement to be discussed.** The essay on Question 5 requires the learners' to do exactly that and further discuss their own views on the statement made regarding the novel.

Also, their writing skills were evaluated as the rubric requires them to have planned their essays and develop coherent ideas into proper paragraphs.

Learners who responded to this question performed well. They were able to give evidence from the text but failed to come up with their own views regarding the independence.

#### QUESTION 6

Question 6 was mainly an assessment of **LO2 AS4**. Learners had to respond to questions on some of the **key features of the novel: characterisation** (General R's character) **and theme**. As the assessment standard requires, learners were asked to give their own views on actions by some characters in the novel. This was to assess their understanding of those characters **(6.2.2 and 6.2.5)** and the novel as a whole **(6.2.3)**.

Not many learners responded to the question, but those who did had an average performance, not outstanding.

#### QUESTION 7

The Assessment Standard that addresses the teaching of Drama in our schools requires that at the end of the day, our learners are able to recognise how dialogue and action are related to character and theme on the text read.

The essay question on Romeo and Juliet was aimed at evaluating whether the learners understood the dialogues in the drama together with the actions of the characters. If they had, then they had to link these to the main theme (love).

Most of learners who responded to this question performed well. The only problem was faulty essay structure. Also, learners do not stick to the stipulated length of the essay. This resulted in loss of marks.

### **QUESTION 8**

The contextual questions in Question 8 mainly concentrated on relationships amongst the characters and their actions. This is quite appropriate for this genre, drama. As per Assessment Standard 4, learners had to read the **dialogue between characters** to be able to respond to questions asked.

Sub skill 4.5 in **Assessment Standard 4** requires the learners to **recognise how figures of speech and punctuation affect the meaning**. **Question 8.2.3** evaluated whether learners did achieve this skill. Most of them were able to identify the figure of speech but failed to explain it. In teaching Personification, educators must emphasise the use of punctuation, especially the use of Capital letters on common nouns, e.g. Sun/Sea, as it strongly points at what is being personified.

The high-order question on 8.1.2 was beautifully responded to by most learners. Their responses showed even their personal feelings to the question asked.

Learners who responded to Question 8 did very well. On the question where they had to agree or disagree, good motivations were given to substantiate their responses.

### **QUESTION 9**

**Assessment Standard 4** has a clear sub-skill our learners must be equipped with: To be able to describe... **character portrayal, conflict and dramatic purpose**.

This question has succeeded in evaluating whether this sub-skill has been learnt. Learners had to identify the characters' attitudes in relation to the theme on the drama: Cultural and Traditional Values. In responding to this question, proper values have also been addressed (culture and traditions and family).

Performance on this question was fairly good. But, still there are learners who still tend to tell the story. Some produce very faulty essays. Others do not keep to the required length.

### **QUESTION 10**

The questions asked on this part of the question paper required our learners to know the characters and the main root of conflict between them. This is the requirement as per the **Assessment Standard (4) in LO2**. This has been achieved.

On characterisation, one of the Key Features in drama, learners had to **understand the characters** of Sipho, Themba and Thando for them to achieve well in 10.1.2; 10.1.3 and 10.2.5.

LO2 is mainly about reading for understanding. We can only assess whether our learners have understood the drama through the evaluation of their opinion coupled with their motivation of such.

Our learners performed very well on this question. It was even one of the most popular ones learners opted for.

### QUESTION 11

With Short Stories, the assessment standard and sub-skill to be learned, achieved and assessed is the same as that for the Novel: **Learners must be able to explain and interpret ... themes and their significance in the rest of the text.**

Also, in relation to the question set on this essay, **learners must be able to interpret the ending.** This is one of the sub skills in **AS4.**

In their response to the question, most learners could not come up with the appropriateness of the title which could be due to their inability to interpret the ending.

The question on the Short Story required our learners to explain and interpret people's responses to the suffering/pain/painful past of others.

### QUESTION 12

As stated in Question 11, Grade12 learners must be **able to interpret messages and themes and their significance in the rest of the text.** Learners' response to this question was good. They showed great understanding of the Short Story. This was evidenced in the responses they gave on questions requiring their opinions. Some learners still do not understand the meaning of the word **CONSECUTIVE.** Question 12.9 mainly dealt with **characterisation.** Learners had to compare the characters of Mme and Monsieur Loisel. Learners seemed not to understand the meaning of the word **character.** They were also unable to compare the two characters.

### QUESTION 13, 14, 15 and 16

Regarding Poetry, the questions asked are all NCS-oriented. Relevant sub-skills as per our curriculum have been addressed. Learners were asked to identify and explain the effect of figurative and literary devices such as **metaphor, simile, personification and hyperbole (13.5.1, 13.5.2; 14.3.1, 14.3.3; 15.3.1, 15.3.2 and 16.4.1, 16.4.2).**

They also had to **interpret how figures of speech affect meaning and theme.**

Learners were to also give and motivate personal responses to texts with convictions (15.7 and 16.6). Different but sound opinions were given by the learners. This was basically an evaluation on the learners' values and attitudes.

Question 16 did touch on the **recognition and explanation of the nature of bias; prejudice and discrimination (16.6)** and to assess whether the message in the poem was understood by the learners, they had to come up with the theme of the poem.

Assessment done on Question 14 assessed mainly the learners' values regarding nature.

Performance in this last section of the paper was good.

**7. ANY ADVICE THAT YOU COULD GIVE TO EDUCATORS TO HELP LEARNERS TO REACH THE EXPECTED LEVELS.**

Literature gives us room to study the bigger world and its people in our small worlds, our classrooms. To achieve a good pass on this paper, educators need to understand this. Problem areas are:

- essay writing
- explanation of figures of speech
- quoting correctly
- keeping to the limit on number of words as per an instruction
- Lack of appreciation of texts read

The Chief Marker's Report needs to be made available to all districts in the Province.

Subject Committees must be revived to allow a platform where educators can meet at give support to each other.