

CHIEF MARKER'S REPORT

SUBJECT:	ENGLISH HOME LANGUAGE P2
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1. ANALYSIS OF QUESTION BY QUESTION PERFORMANCE

QUESTION 1: Poetry Essay: *I thank you God for this most amazing* – e.e. cummings

AIM/OBJECTIVE FOR SETTING THE QUESTION

- To assess the candidate's **knowledge** of vocabulary and literary devices, of the intention and theme of the poem and of the poet's particular usage of language structures.
- To assess the candidate's **ability** to critically discuss a poem with reference to its theme, word choice and poetic devices.
- To assess the candidate's **ability** to express their response in a considered essay, written in a stylistically appropriate and linguistically correct manner.
- To assess the candidates **understanding** of the values and attitudes of the poet towards a spiritual response to the world.

RELEVANCE OR RELATION OF THE QUESTION TO THE LOs and ASs.

The learning outcome and general assessment standard for the entire paper is Learning Outcome 2 – reading and viewing: explore and evaluate key features of texts and explain how they contribute to meaning – literary texts. This question also covers LO 3 – Writing.

WHERE DID CANDIDATES LACK EXPERTISE OR FAIL IN GIVING AN APPROPRIATE ANSWER TO SCORE HIGH MARKS IN THE QUESTION?

- When a statement is given to be discussed, candidates must do so in relation to the poem and support all points made with reference to poetic aspects/ techniques (syntax, diction, tone, etc.). This was not done: many candidates gave paraphrases only. "Critically" requires specific engagement with the features of the genre so candidates must be told to focus on these features.



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- Word “affirmation” was not always understood; Home Language demands an extensive vocabulary which many candidates lack.
- Without the guidance of bullets, most of the candidates just chatted about how good God is to give so much beauty to the world.
- It is vital to use a formal register and correct language and paragraphs.

QUESTION 2: Poetry Contextual: *Walking Away* – C. Day Lewis

AIM/OBJECTIVE FOR SETTING THE QUESTION

- To assess the candidate’s **knowledge** of: vocabulary and literary devices; the theme of the poem and its relation to the title.
- To assess the candidate’s **ability** to: analyse and discuss the effectiveness of a literary device; to recognise and name the poet’s feelings; to substantiate their response to a poem.
- To assess the candidates **understanding** of the **values** and **attitudes** conveyed about the natural cycle of life which involves increasing independence from one’s parents and the necessity for parents to allow their children to make their own way in the world.

RELEVANCE OR RELATION OF THE QUESTION TO THE LOs and ASs.

The learning outcome and general assessment standard for the entire paper is Learning Outcome 2 – reading and viewing: explore and evaluate key features of texts and explain how they contribute to meaning – literary texts.

The key features focused on in this question are:

- Understanding diction and imagery;
- Relating the title to content;
- Making a personal assessment of imagery.

WHERE DID CANDIDATES LACK EXPERTISE OR FAIL IN GIVING AN APPROPRIATE ANSWER TO SCORE HIGH MARKS IN THE QUESTION?

Generally there was too much paraphrasing in this question.

2.1 Discuss the appropriateness of the title. (2)

- This is a direct and accessible question; most scored 2 easily. However, candidates must realise that if a question is worth 2 marks, two points or a point and an example should be given.
- Some weak candidates gave a theoretical discussion of a generic title instead of application.

2.2 'I can see ... into a wilderness' (lines 6 to 9) Explain clearly how the imagery used in these lines conveys the poet's feelings. (3)

- Sometimes candidates made no reference to the imagery but presented a good general comment on dangers of life for children in the world/school. This would not score full marks.



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- “Explain how ...” demands a close reference to the imagery and what it evokes. This was problematic for many.
- Candidates did not always identify the poet’s “feelings”. This was an essential aspect of the question.

2.3 Discuss the effectiveness of the simile, 'Like a winged seed loosened from its parent stem' (line 12). (2)

- “Effectiveness” was frequently ignored in the answer; just an explanation/paraphrase was generally given

2.4 Explain how the phrase 'Nature's give and take' (line 14) supports the poet's point of view in the concluding lines ('How selfhood begins ... in the letting go'). (3)

- Candidates struggled to explain “**how**” the phrase supports the point of view.
- Either the phrase or the concluding lines were ignored.
- There was a tendency to discuss the phrase in terms of life/death – which is not correct in the context of the poem.
- Some candidates just paraphrased the last two lines. This is insufficient in an “explanation” question.

QUESTION 3: Poetry Contextual: *If you don't stay bitter* – Charles Mungoshi

AIM/OBJECTIVE FOR SETTING THE QUESTION

- To assess the candidate’s **knowledge** of: colonialism and liberation and the comments made on this in the poem.
- To assess the candidate’s **ability** to: analyse and discuss diction and imagery.
- To assess the candidates **understanding** of the **values** and **attitudes** conveyed concerning colonialism, liberation, one’s personal background and what makes a theme universal.

RELEVANCE OR RELATION OF THE QUESTION TO THE LOs and ASs.

The learning outcome and general assessment standard for the entire paper is Learning Outcome 2 – reading and viewing: explore and evaluate key features of texts and explain how they contribute to meaning – literary texts.

The key features focused on in this question are:

- Understanding diction and imagery;
- Discussing different stanzas in light of content and theme;
- Making a personal assessment of imagery;
- Forming an opinion on theme and justifying their opinion.

WHERE DID CANDIDATES LACK EXPERTISE OR FAIL IN GIVING AN APPROPRIATE ANSWER TO SCORE HIGH MARKS IN THE QUESTION?

The wording of 3.1 proved challenging for candidates. It definitely caused ALL the remaining questions to be seen from a “colonialism/liberation” perspective. This is not the only theme/interpretation possible. Candidates obviously thought that this was the perspective the examiner wanted and answered everything else accordingly. There was strong evidence of candidates “forcing” their responses to match that theme. They lost marks as a result.

3.1 *Discuss the poet's reflections on colonialism and liberation in Zimbabwe (formerly Rhodesia) by referring to stanzas 1 and 4. (2)*

- The term “reflections” received vague responses.
- Very little understanding of the colonialism and liberation aspect of the poem was evident.

- Candidates focus on the personal context (alienation, desertion) and now try to force an interpretation involving colonialism and liberation.
- “Autumn smoke” in Stanza 4 – in terms of liberation, smoke of burned out buildings is not a positive sign. Therefore it cannot be used. If it refers to food on the table (i.e. the smoke is from a fire for cooking) then it is a positive sign.

3.2 *The word, 'salvage' (line 3) suggests being able to rescue something that has been damaged. Explain how the images used in lines 6 to 13 ('a lazy half sleep ... of worms') suggest that there is something worth salvaging from the past. (3)*

- Candidates struggled to link the images in these lines to show damage.
- Most candidates saw “salvage” as fixing the economy using agriculture.
- “Explain how” needed to be confirmed by close reference to the images in the text; however, this was not always the case.

3.3 *'the pained look ... to understand' (lines 14 to 16) Suggest a lesson that the poet has had to learn from his father's 'pained look'. (2)*

- The marking guideline provided scope for a variety of responses. However, the candidate had to suggest a clear lesson i.e. a reasonable cause for the look.
- Candidates see “pained” as physical suffering caused by oppression of colonialism. There are other options.

3.4 *In your view, is this a personal poem or does it deal with a more universal theme? Justify your opinion. (3)*

- Although the marking guideline made allowances for wide-ranging answers, candidates battled to give a broad discussion due to the limitations/prescriptiveness of the interpretation of the poem. Candidates battled to express their views clearly.
- Far too broad and unfocused answers were offered.
- Answers tended to be in terms of colonialism/liberation.
- The experience is in fact not universal as not ALL countries have gone through this. Candidates needed to pick up on this for full marks.

QUESTION 4 : Poetry Contextual: *Ozymandias* – P. B. Shelley

AIM/OBJECTIVE FOR SETTING THE QUESTION

- To assess the candidate's **knowledge** of the sonnet structure.
- To assess the candidate's **ability** to analyse and discuss attitude, mood, diction and imagery.
- To assess the candidates **understanding** of the **values** and **attitudes** conveyed concerning arrogance, and the insignificance/ significance of man in the world.

RELEVANCE OR RELATION OF THE QUESTION TO THE LOs and ASs.

The learning outcome and general assessment standard for the entire paper is Learning Outcome 2 – reading and viewing: explore and evaluate key features of texts and explain how they contribute to meaning – literary texts.

The key features focused on in this question are:

- Understanding the sonnet structure;
- Identifying attitude and justifying the choice;
- Discussing how alliteration works in creating mood;
- Discussing irony as a central aspect of the theme.

WHERE DID CANDIDATES LACK EXPERTISE OR FAIL IN GIVING AN APPROPRIATE ANSWER TO SCORE HIGH MARKS IN THE QUESTION?

4.1 *Explain how the poet uses the sonnet structure (octave and sestet) to share his thoughts with the reader. (3)*

- This is a fair and valid question and was generally well-answered. However, a fair number of candidates simply spoke about the octave and sestet of a sonnet in general terms without relating it to the content of this sonnet.

4.2 *What is the poet's attitude toward the sculptor (line 6)? Motivate your response. (2)*

- Straightforward question but most candidates confused “sculptor” with “sculpture” so missed the point entirely. Again, the lack of basic vocabulary is problematic.
- Some candidates did not specify the poet's **attitude** i.e. sympathetic or admiration etc

4.3 *Discuss how the use of alliteration in lines 13 and 14 ('boundless and bare'/'lone and level') contributes to the mood of the poem. (2)*

- Appropriate question but poorly answered; the candidates just point out the alliteration and do not specify the mood. The emphasis must be on **how**. The candidate must not give a definition of alliteration but discuss how it works.

4.4 *'Round the decay ... stretch far away.' (lines 12 to 14) Discuss the irony in these lines.(3)*

- Fair question; well answered.
- Irony – most know it and can discuss it satisfactorily.



QUESTION 5: Unseen Poetry Essay: *Africa* – Segun Rasaki

AIM/OBJECTIVE FOR SETTING THE QUESTION

- To assess the candidate's **knowledge** of vocabulary and literary devices, of the intention and theme of the poem (i.e. the social and political comments relevant to Africa as covered in the poem) and of the poet's particular usage of language structures.
- To assess the candidate's **ability** to critically discuss a poem with reference to its theme, word choice and poetic devices.
- To assess the candidate's **ability** to express their response in a considered essay, written in a stylistically appropriate and linguistically correct manner.
- To assess the candidates **understanding** of the values and attitudes of the poet towards Africa as his mother-land.

RELEVANCE OR RELATION OF THE QUESTION TO THE LOs and ASs.

The learning outcome and general assessment standard for the entire paper is Learning Outcome 2 – reading and viewing: explore and evaluate key features of texts and explain how they contribute to meaning – literary texts. This question also covers the LO 3 – writing and presenting.

The key features focused on in this question are:

- A sensitivity to and understanding of the poem and the poet's intention;
- Understanding diction and imagery;
- Forming an opinion on theme and justifying the opinion through a structured argument;
- The ability to write an essay in a formal register using correct language.

WHERE DID CANDIDATES LACK EXPERTISE OR FAIL IN GIVING AN APPROPRIATE ANSWER TO SCORE HIGH MARKS IN THE QUESTION?

- The inaccuracy in the question was problematic: the poem is not about South Africa but Africa. This confused candidates and they did not do well in this question. The marking guideline did advise due consideration for all responses.
- Without the guidance of bullets, the candidates just explained the social and political situation in South Africa in some cases.
- Candidates did not discuss any of the features of poetry (diction, tone, etc.) in their responses. "Critically" requires specific engagement with the features of the genre and candidates must be thereto directed.

QUESTION 6: Unseen Poetry Contextual: *Africa* – Segun Rasaki

AIM/OBJECTIVE FOR SETTING THE QUESTION

- To assess the candidate's **knowledge** of vocabulary and literary devices, of the intention and theme of the poem (i.e. comments relevant to Africa as covered in the poem) and of the poet's particular usage of language structures.
- To assess the candidate's **ability** to discuss mood and word choice and to relate these to the theme.
- To assess the candidates **understanding** of the values and attitudes of the poet towards Africa as his mother-land.

RELEVANCE OR RELATION OF THE QUESTION TO THE LOs and ASs.

The learning outcome and general assessment standard for the entire paper is Learning Outcome 2 – reading and viewing: explore and evaluate key features of texts and explain how they contribute to meaning – literary texts.

The key features focused on in this question are:

- A sensitivity to and understanding of the poem and the poet's intention;
- Understanding diction and imagery;
- Forming an opinion on theme and justifying the opinion through a structured argument;
- The ability to write an essay in a formal register using correct language.

WHERE DID CANDIDATES LACK EXPERTISE OR FAIL IN GIVING AN APPROPRIATE ANSWER TO SCORE HIGH MARKS IN THE QUESTION?

6.1 *Discuss how line 1 establishes the main concern of the poem.*(2)

- This is a fair question but most candidates do not discuss; they just paraphrase/ copy the statement.

6.2 *How do the geographical details provided in lines 2 to 5 ('Africa, Sahara ... round the year') contribute to your understanding of the continent?* (2)

- Another straightforward question but few mention "understanding"; they just say what there is.

6.3 *Comment on the change of mood that occurs in lines 8 to 10, 'Africa, Your hospitality ... crying for you'.* (3)

- No mention of mood change from ... to ...; just paraphrase.

6.4 *'Africa, You are simply mine Africa.'* (line 11) *Discuss the effectiveness of word choice in this concluding line.* (3)

- This is an appropriate question and the marking guideline is clear.
- Poetry jargon (apostrophe, personification) is seldom mentioned but most make generic reference to diction and discussion of word choice. Candidates must be specific in their references to diction.



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QUESTION 7 : *Animal Farm* – Essay Question

AIM/OBJECTIVE FOR SETTING THE QUESTION

- To assess the candidate's **knowledge** of plot/ content, character and themes, especially propaganda.
- To assess the candidate's **ability** to:
 - Interpret, evaluate messages and themes; how extracts relate to the whole text;
 - Interpret time, ironic twists, conclusions;
 - Interpret incidents; motivate actions; time lines; universality.
- To assess the candidates **understanding** of the values and attitudes of the author towards a socialist political system; the manipulation of people for self-aggrandisement; and the gullibility and vulnerability of the uneducated masses.

RELEVANCE OR RELATION OF THE QUESTION TO THE LOs and ASs.

The learning outcome and general assessment standard for the entire paper is Learning Outcome 2 – reading and viewing: explore and evaluate key features of texts and explain how they contribute to meaning – literary texts.

The key features focused on in this question are:

- Understanding theme and character;
- Interpreting meaning of text;
- Understanding of propaganda and discussing its use in the novel;
- Forming an argument and motivating points;
- The ability to write a literary essay in a formal register using correct language.

WHERE DID CANDIDATES LACK EXPERTISE OR FAIL IN GIVING AN APPROPRIATE ANSWER TO SCORE HIGH MARKS IN THE QUESTION?

Propaganda serves the positive task of uniting people, sometimes at the cost of misleading them. Discuss how Napoleon uses propaganda to gain power - and then keep it as the novel progresses.

- Propaganda is a major theme in the novel, hence the question is a fair, straight-forward, accessible question; even weaker candidates were able to do well if they had been taught this aspect of the novel. Themes and content of text can be evaluated.
- No bullet guides had been included which proved challenging for the weaker candidates who were unable to formulate their own key points for discussion. The lack of bullets has allowed for wider interpretation of the question among stronger candidates. However, it must be kept in mind that bullets merely guide candidates and are in no way prescriptive. Stronger candidates should be taught to offer their own interpretation and ignore the bullets which essentially are there to guide the weaker candidates.



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- Candidates do not always substantiate arguments from the text and lack analytical skills. Some merely copy extracts from the contextual texts to create an answer with no relevance to the question.
- Those who merely told the story cannot hope to attain a good mark without showing knowledge of and insight into propaganda issues.
- Candidates should be taught the format of essay writing. The majority just start answering the question with no planning, introduction, body and conclusion.
- Propaganda was not properly taught in some centres; candidates cannot hope to fully grasp this novel without a detailed knowledge of the definition of propaganda and its application.
- Many focused their essay on “power” or “Napoleon” and ignored propaganda. Comprehensive analysis of the question is important.
- Some candidates confused Snowball and Squealer and even Napoleon and Squealer.
- Spelling of character names was often incorrect and the register was faulty. Candidates must use a formal register.

QUESTION 8 : *Animal Farm* – Contextual Question

AIM/OBJECTIVE FOR SETTING THE QUESTION

- To assess the candidate’s **knowledge** of plot/ content, character and themes, the fable genre.
- To assess the candidate’s **ability** to:
 - Interpret, evaluate messages and themes; how extracts relate to the whole text;
 - Interpret mood, time, ironic twists, conclusions;
 - Interpret incidents; motivate actions; time lines; universality.
- To assess the candidates **understanding** of the values and attitudes of the author towards a socialist political system; the manipulation of people for self-aggrandisement and the abuse of power; the gullibility and vulnerability of the uneducated masses; the apportioning of blame and responsibility for consequences that are detrimental to oneself and others.

RELEVANCE OR RELATION OF THE QUESTION TO THE LOs and ASs.

The learning outcome and general assessment standard for the entire paper is Learning Outcome 2 – reading and viewing: explore and evaluate key features of texts and explain how they contribute to meaning – literary texts.

The key features focused on in this question are:

- 8.1 analysing the roles of characters
- 8.2 recall of incidents relating to plot and character
- 8.3 recall of incidents relevant to the irony of a character’s actions
- 8.4 recall of incidents
- 8.5 understanding of theme
- 8.6 recounting of plot
- 8.7 critical comment on tone
- 8.8 interpreting events
- 8.9 relating the novel to a specific genre i.e. a fable



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WHERE DID CANDIDATES LACK EXPERTISE OR FAIL IN GIVING AN APPROPRIATE ANSWER TO SCORE HIGH MARKS IN THE QUESTION?

There were disappointing results considering how generally easy and straightforward the questions are. Candidates do not focus closely enough on the questions and many did not prepare sufficiently.

8.1 *Discuss the difference between the role of the pigs and that of the other animals at this point in the novel. (3)*

- Very easy question.

8.2 *'But the pigs were so clever that they could think of a way round every difficulty.' (lines 4 and 5) Discuss any ONE incident from the novel as a whole when the cleverness of the pigs disadvantages the other animals. (2)*

- Very easy.
- Many possible answers – recall of appropriate incidents.

8.3 *'Boxer and Clover ... round and round the field' (lines 9 to 11) In the light of later events in the novel, discuss the irony of Boxer's commitment to the farm. (3)*

- Not well answered but a straightforward question. Many focussed on Boxer's commitment without getting to the irony.

8.4 *Read paragraph 1 closely. Explain why the animals were 'stricken with curiosity' (lines 2 and 3).(2)*

- Very easy question but not always well answered many simply used words directly from the extract.

8.5 *Orwell describes Napoleon and some of the other pigs as 'more eminent' (line 9). What does this suggest about the original principles of Animal Farm? (3)*

- Straightforward question but meaning of “eminent” lost on some candidates.
- Vague responses in some cases; too generalised.
- There was some confusion between “All animals are equal” as main principle of animalism and content of the passage - “No animals shall trade with humans”.
- Many missed the fact that even amongst the pigs themselves there was inequality. More close analysis of the question is required.

8.6 *'There, round the long table ... at the head of the table.' (Lines 8 to 10) Explain how Napoleon has reached this position of power. (3)*

- Another direct and accessible question.

8.7 *'It was a source ... their human neighbours.' (Lines 18 to 24) Comment critically on the tone used by Mr Pilkington in his speech. (3)*

- This was a higher order question and generally not understood and poorly answered.
- Question requires: Tone (1) + General comment (1) + Higher order comment/criticism (1). Candidates are by and large unable to complete the whole question (average of 2/3 the norm).

8.8 *Earlier in this chapter, we read: 'Somehow it seemed as though the farm had grown richer without making the animals themselves any richer - except, of course, for the pigs .. .' In your opinion, who is to blame for what eventually happens on Animal Farm? Motivate your answer. (3)*

- A direct question which most candidates managed very well.

8.9 *In your view, can Animal Farm be considered a fable? Justify your response.(3)*

- Candidates are not always clear on the term “fable” but the question is fair.
- The definition of fable and the definition of allegory need to be taught as well as in what ways *Animal Farm* can be seen as a fable or allegory.



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QUESTION 9: *Pride and Prejudice* – Essay Question

AIM/OBJECTIVE FOR SETTING THE QUESTION

- To assess the candidate's **knowledge** of plot/ content, character and themes, especially love and marriage and happiness and hurt.
- To assess the candidate's **ability** to:
 - Interpret, evaluate messages and themes; how extracts relate to the whole text;
 - Interpret time, ironic twists, conclusions;
 - Interpret incidents; motivate actions; time lines; universality.
- To assess the candidates **understanding** of the values and attitudes of the author towards love and marriage and the society of the time.

RELEVANCE OR RELATION OF THE QUESTION TO THE LOs and ASs.

The learning outcome and general assessment standard for the entire paper is Learning Outcome 2 – reading and viewing: explore and evaluate key features of texts and explain how they contribute to meaning – literary texts.

The key features focused on in this question are:

- Understanding theme and character;
- Interpreting meaning of text;
- Understanding of love and marriage and the related happiness and hurt its use in the novel;
- Forming an argument and motivating points;
- The ability to write a literary essay in a formal register using correct language.

WHERE DID CANDIDATES LACK EXPERTISE OR FAIL IN GIVING AN APPROPRIATE ANSWER TO SCORE HIGH MARKS IN THE QUESTION?

Pride and Prejudice deals with the universal themes of love and marriage, happiness and hurt. Discuss the extent to which you agree with this statement.

- This was a very fair question; if offered broad scope and the marking guideline provided latitude to focus on other themes too.
- Some candidates defined pride as self-love and then confused it with the universal theme of love in the essay.
- Those candidates who focused on a variety of characters and marriages and showed how actions had hurtful ramifications for other characters, scored higher than the majority who simply focused on Elizabeth and Darcy, and Jane and Bingley.

QUESTION 10: *Pride and Prejudice* – Contextual Question

AIM/OBJECTIVE FOR SETTING THE QUESTION

- To assess the candidate's **knowledge** of plot/ content, character and themes, the fable genre.
- To assess the candidate's **ability** to:
 - Interpret, evaluate messages and themes; how extracts relate to the whole text;
 - Interpret mood, time, ironic twists, conclusions;
 - Interpret incidents; motivate actions; time lines; universality.
- To assess the candidate's **understanding** of the values and attitudes of the author towards love and marriage and the society of the time. To assess the candidate's understanding of and sensitivity towards inter-personal relationships.

RELEVANCE OR RELATION OF THE QUESTION TO THE LOs and ASs.

The learning outcome and general assessment standard for the entire paper is Learning Outcome 2 – reading and viewing: explore and evaluate key features of texts and explain how they contribute to meaning – literary texts.

The key features focused on in this question are:

- 10.1 interpretation of character's words
- 10.2 discussing irony of actions in relation to character
- 10.3 recall of events
- 10.4 discussing the theme of prejudice in relation to certain characters
- 10.5 recall of events and character
- 10.6 recall of portrayal of character
- 10.7 understanding of character and theme
- 10.8 understanding reasons for actions and attitudes
- 10.9 interpreting events

WHERE DID CANDIDATES LACK EXPERTISE OR FAIL IN GIVING AN APPROPRIATE ANSWER TO SCORE HIGH MARKS IN THE QUESTION?

Candidates don't always use language correctly e.g. He is **prejudiced** against her; descriptors used for characters are not always valid e.g. "cruel" is not true of Darcy. Better words include: cold, aloof, stiff, disparaging, and critical. Candidates do not always punctuate the title correctly. Small details count!

- 10.1 *Explain what Miss Bingley is advising Elizabeth to do in this extract. (2)*
 - A fair, straight-forward question.
- 10.2 *Discuss the irony in Miss Bingley's addressing Elizabeth 'as a friend' (line 5)? (3)*
 - Irony is understood and the question was well-answered.
- 10.3 *In this extract, Miss Bingley tells the truth about Wickham. Why is Elizabeth unable to accept what she hears? (2)*
 - Another straight-forward question.



- 10.4 *Miss Bingley concludes with the following: 'but really considering his descent, one could not expect much better' (lines 14 and 15). Discuss how this statement is related to the theme of pride and prejudice. (3)*
- Yet another straightforward question.
- 10.5 *In the light of later events in the novel, explain how Miss Bingley's opinion of Wickham is justified.(3)*
- A fair, accessible question; it simply requires textual knowledge.
 - Need to note “later events” i.e. **knowledge of chronology of events is important.**
- 10.6 *Explain why Elizabeth is astonished by Darcy's words in lines 1 and 2.(3)*
- Direct question but candidates did not always go into depth about the relationship between Elizabeth and Darcy and his character; 3 marks too much.
- 10.7 *Suggest why Elizabeth is unable to accept Darcy's proposal, at this stage in the novel. (3)*
- Fair, accessible question; requires textual knowledge.
- 10.8 *Account for Elizabeth's change of attitude towards Darcy. (3)*
- Account for ... candidates focused only on contextual passage and not beyond.
- 10.9 *In the closing chapter of the novel, Elizabeth writes to the Gardiners: 'I am happier even than Jane; she only smiles, I laugh.' Comment on this remark as a conclusion to Elizabeth and Darcy's love story. (3)*
- Accessible question for the more but requires careful and specific references.

QUESTION 11: *The Great Gatsby* – Essay Question

AIM/OBJECTIVE FOR SETTING THE QUESTION

- To assess the candidate’s **knowledge** of plot/ content, character and themes, especially the American Dream and Gatsby and Myrtle Wilson.
- To assess the candidate’s **ability** to:
 - Interpret, evaluate messages and themes; how extracts relate to the whole text;
 - Interpret time, ironic twists, conclusions;
 - Interpret incidents; motivate actions; time lines; universality.
- To assess the candidates **understanding** of the values and attitudes of the author towards the American Dream, wealth, fidelity and society.

RELEVANCE OR RELATION OF THE QUESTION TO THE LOs and ASs.

The learning outcome and general assessment standard for the entire paper is Learning Outcome 2 – reading and viewing: explore and evaluate key features of texts and explain how they contribute to meaning – literary texts.

The key features focused on in this question are:

- Understanding theme and character;
- Interpreting meaning of text;
- Understanding of the American Dream and its relationship to the happiness of Gatsby and Myrtle.
- Forming an argument and motivating points;
- The ability to write a literary essay in a formal register using correct language.



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WHERE DID CANDIDATES LACK EXPERTISE OR FAIL IN GIVING AN APPROPRIATE ANSWER TO SCORE HIGH MARKS IN THE QUESTION?

In The Great Gatsby, the American Dream is linked to wealth and status - the pursuit of what is imagined to be the perfect life of happiness and fulfilment. Critically discuss this statement with reference to Gatsby and Myrtle Wilson.

- This question was on a major theme but required careful planning; of the three novel questions this is likely to be the most challenging.
- Without the guidance of bullets, the weaker candidates struggled. Teach them to plan an essay.
- Candidates focus virtually entirely on Gatsby and just throw in a comment on Myrtle. An excellent essay which discusses Gatsby alone could not attain a mark higher than category 4 for content.
- Candidates need to define the American Dream.

QUESTION 12: *The Great Gatsby* – Contextual Question

AIM/OBJECTIVE FOR SETTING THE QUESTION

- To assess the candidate's **knowledge** of plot/ content, character and themes, the fable genre.
- To assess the candidate's **ability** to:
 - Interpret, evaluate messages and themes; how extracts relate to the whole text;
 - Interpret mood, time, ironic twists, conclusions;
 - Interpret incidents; motivate actions; time lines; universality.
- To assess the candidates **understanding** of the values and attitudes of the author towards the American Dream, wealth, fidelity and society.

RELEVANCE OR RELATION OF THE QUESTION TO THE LOs and ASs.

The learning outcome and general assessment standard for the entire paper is Learning Outcome 2 – reading and viewing: explore and evaluate key features of texts and explain how they contribute to meaning – literary texts.

The key features focused on in this question are:

12.1 recall of events

12.2 12.2.1 interpreting a character's attitude from analysing words of another character

12.2.2 forming an opinion on character's actions and justifying this opinion

12.3 insight into character and forming an opinion based on presentation of a character throughout the novel

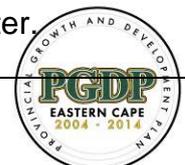
12.4 interpreting relationships between characters from opinions expressed.

12.5 in depth of discussion of a symbol in relation to theme

12.6 close analysis of a passage to explain irony in relation to a theme

12.7 close analysis of language used to deduce later events

12.8 forming, expressing and justifying an opinion on the main character.



WHERE DID CANDIDATES LACK EXPERTISE OR FAIL IN GIVING AN APPROPRIATE ANSWER TO SCORE HIGH MARKS IN THE QUESTION?

- The questions are more open-ended (Q12.2.2, Q12.3, Q12.8) and require deep understanding of the novel – the weaker candidate always battles with these types of questions.
- Very few (proportionally) have opted for this contextual. It seems teachers are telling the candidates to do the novel essay – candidates must be encouraged to read all the options and then decide.
- Candidates do not understand words like “sympathetic”, “consistent”, “critically”.
- Candidates have no idea about how to tackle the question on language (diction/punctuation). This has not been taught apparently. Candidates need to be taken through close analysis of passages, especially key ones.
- When directed to “this extract” and particular paragraphs, weaker candidates have ignored this instruction. Candidates cannot place an extract in context and they end up with a garbled response to the questions as a result. They must be taught to do summaries AFTER reading the novel.
- Some answers are very vague – “Tom is preoccupied with other stuff”. Candidates must be taught to seek and express evidence. (Use the PEE technique – point – evidence – explanation.)

12.1 *Account for Daisy's having had 'a very bad time' (line 4). (2)*

- Direct, plot-based question.

12.2 *Refer to line 13: 'Tom was God knows where.'*

12.2.1 *What does this reveal about Tom's attitude to marriage? (3)*

- Candidates referred to the given passage but could have included references from the entire novel.

12.2.2 *In your view, is Tom's attitude to Daisy consistent with his attitude to Myrtle? Substantiate your response. (3)*

- This is a higher order question; requires thought; the marking guideline provides many options.

12.3 *Are you sympathetic to Daisy when she says: "' that's the best thing a girl can be in this world, a beautiful little fool.' (Lines 16 and 17)? Base your answer on the presentation of Daisy in the novel as a whole. (3)*

- This was a challenging question but marking guideline allows latitude.
- It seems to be ambiguous because “sympathetic” is not understood. “Are you sympathetic” seems to mean “what do you think about”; countless candidates explained what makes Daisy a fool and ignored the question.

12.4 *Tom refers to Myrtle as 'my girl' (line 13). What does this phrase suggest about his relationship with Myrtle? (2)*

- Responses were similar to 12.2.2.

12.5 *Discuss how the author uses the Doctor Eckleburg billboard as a symbol. (3)*

- A challenging question.
- If this had been taught correctly, candidates answered well; others were nowhere.

12.6 *Refer to the first and last paragraphs of this extract. What ironic comment is made in these paragraphs about the American Dream? (3)*

- Another challenging question. Candidates struggled to formulate a response.



12.7 Refer to paragraph 1. By closely studying the language used in this paragraph, discuss how Gatsby's eventual fate is suggested. (3)

- Poorly answered; again challenging.
- Candidates not clear on needing to refer to the end of Gatsby's dream or his death (fate). If in doubt, do both.
- Knowledge of how to respond to analyse diction/punctuation/sentence structure is a higher-order concept and must be taught.

12.8 What are your feelings towards Gatsby at this stage of the novel? Substantiate your response. (3)

- Accessible question; most responded well.
- Candidates can respond in virtually any way but score their marks from a global assessment of their justification of their feelings. This type of answer requires practice.

QUESTION 13: *Othello* – Essay Question

AIM/OBJECTIVE FOR SETTING THE QUESTION

- To assess the candidate's **knowledge** of plot/ content, characters (especially Othello and Iago), dramatic features and theme (especially revenge).
- To assess the candidate's **ability** to:
 - Analyse dialogue and actions; explain how it relates to character, theme
 - Evaluate plot, sub-plot, portrayal of character, conflict, dramatic purpose, dramatic irony.
- To assess the candidates **understanding** of the values and attitudes that are betrayed through manipulation of others; of the consequences of not standing for what is right; of trusting without exercising one's judgment; of integrity.

RELEVANCE OR RELATION OF THE QUESTION TO THE LOs and ASs.

The learning outcome and general assessment standard for the entire paper is Learning Outcome 2 – reading and viewing: explore and evaluate key features of texts and explain how they contribute to meaning – literary texts.

The key features focused on in this question are:

- Plot and character;
- Relating dialogue and actions to character, theme;
- Use of dramatic structure;
- Use of dramatic irony
- Forming an argument and motivating points
- Planning and executing a literary essay.

WHERE DID CANDIDATES LACK EXPERTISE OR FAIL IN GIVING AN APPROPRIATE ANSWER TO SCORE HIGH MARKS IN THE QUESTION?

Othello and Iago are more alike than most people imagine. If it were not so, Iago would not be able to manipulate Othello into becoming a bloodthirsty killer, obsessed with revenge.

- Very challenging, especially in the absence of guiding points.
- Some centres had not done the play at all – candidates wrote nonsense variations of *Othello*.
- Candidates do not use formal language. Some candidates are aware of introduction and conclusion but few know how to structure/organize the body into paragraphs dealing with different sub-topics.
- Mere storytelling is not considered as appropriate critical analysis – teachers should insist on meaning.
- Candidates should not start their essays with “In this essay I am going to tell you ...”.
- It is unacceptable to use headings and bullets in essays. Point form answers are also inappropriate.
- Language usage – teachers not pointing out correct vocabulary e.g. revenge = noun; avenge = verb.
- Essays are storyish; candidates do not answer the question but cobble together pre-prepared segments of essays.
- Unable to spell character names correctly. “Jealousy” also a problem.
- Candidates appear confused as to why Iago is jealous other than of Cassio’s promotion – many say that it is because he “lusts” after Desdemona or wants to marry her or because Othello is black and hates him.
- *Othello* is referred to as a novel.

QUESTION 14: *Othello* - Contextual Question

AIM/OBJECTIVE FOR SETTING THE QUESTION

- To assess the candidate’s **knowledge** of plot/ content, characters (especially Othello and Iago), dramatic features and theme (especially revenge).
- To assess the candidate’s **ability** to:
 - Analyse dialogue and actions; explain how it relates to character, theme
 - Evaluate plot, sub-plot, portrayal of character, conflict, dramatic purpose, dramatic irony.
- To assess the candidates **understanding** of the values and attitudes that are betrayed through manipulation of others; of the consequences of not standing for what is right; of trusting without exercising one’s judgment; of integrity.

RELEVANCE OR RELATION OF THE QUESTION TO THE LOs and ASs.

The learning outcome and general assessment standard for the entire paper is Learning Outcome 2 – reading and viewing: explore and evaluate key features of texts and explain how they contribute to meaning – literary texts.

The key features focused on in this question are:

- 14.1 knowledge of plot
- 14.2 analysis of text to reveal character
- 14.3 analysis of literary device to reveal character and plot
- 14.4 understanding of character
- 14.5 critical discussion of dramatic irony
- 14.6 how action reveals character and attitude
- 14.7 understanding of plot, character and theme
- 14.8 forming an opinion on a character's actions and justifying the opinion.

WHERE DID CANDIDATES LACK EXPERTISE OR FAIL IN GIVING AN APPROPRIATE ANSWER TO SCORE HIGH MARKS IN THE QUESTION?

- This question was accessible.
- Candidate's language usage is weak and they use words they do not understand.
- Q14.1 - Candidates do not answer questions on "feelings" well. They ignore that part and paraphrase.
- Mark allocations often ignored.

14.1 *Account for Othello's feelings in 'It gives me wonder great as my content! To see you here before me.'* (Lines 1 and 2) (3)

- Candidates tend to paraphrase lines; do not "account for".

14.2 *Examine Desdemona's words in lines 11 to 13: 'The heavens forbid ... days do grow.' What does Desdemona's response to Othello in these lines reveal about her?* (3)

- Tendency to describe Desdemona in general and not refer to these lines.

14.3 *'O, you are ... this music' (lines 17 and 18) Discuss the effectiveness of this metaphor in the context of the extract.* (3)

- Appropriate but challenging question; poorly answered.
- Effectiveness not discussed but some effort was made to deal with metaphor.

14.4 *Refer to line 19: 'As honest as I am.' How does this statement contribute to your understanding of Iago's character?* (3)

- Candidates miss irony of statement. Just describe Iago's character.

14.5 *Critically discuss the dramatic irony in '... our wars are done, the Turks are drowned.'* (Line 20) (4)

- Appropriate question but candidates fail to refer to audience in answer; just discuss irony.



- 14.6 Refer to the stage direction after line 4: '(He pushes the handkerchief away; Desdemona drops it.)' Discuss what Othello's action reveals about his attitude to Desdemona at this point in the play. (3)
- Appropriate question but candidates just identify attitude and do not explain why as required in the marking guideline.
- 14.7 Explain why this is a crucial moment in the play. Refer to Desdemona's dropping the handkerchief and Emilia's picking it up. (3)
- Straightforward question
- 14.8 Refer to Emilia's speech in lines 7 to 16: 'I am glad ... please his fantasy.' Do you think that Emilia is justified in her motive for taking the handkerchief for her husband? (3)
- Quite challenging. Focus answer.

QUESTION 15: *The Crucible* – Essay Question

AIM/OBJECTIVE FOR SETTING THE QUESTION

- To assess the candidate's **knowledge** of plot/ content, characters (especially Proctor and Hale), dramatic features and theme (especially hysteria).
- To assess the candidate's **ability** to:
 - Analyse dialogue and actions; explain how it relates to character, theme
 - Evaluate plot, sub-plot, portrayal of character, conflict, dramatic purpose, dramatic irony.
- To assess the candidates **understanding** of the values and attitudes that are portrayed through the development of the characters of Proctor and Hale; of the consequences of not standing for what is right; of unquestioning belief; of integrity.

RELEVANCE OR RELATION OF THE QUESTION TO THE LOs and ASs.

The learning outcome and general assessment standard for the entire paper is Learning Outcome 2 – reading and viewing: explore and evaluate key features of texts and explain how they contribute to meaning – literary texts.

The key features focused on in this question are:

- Plot and character;
- Relating dialogue and actions to character, theme;
- Use of dramatic structure;
- Forming an argument and motivating points;
- Planning and executing a literary essay.

WHERE DID CANDIDATES LACK EXPERTISE OR FAIL IN GIVING AN APPROPRIATE ANSWER TO SCORE HIGH MARKS IN THE QUESTION?

The world of 17th century Salem is emotionally charged. Calm determination and hysteria come together in a struggle for life and death. Discuss the extent to which you agree with this statement with reference to Proctor and Hale.

- Candidate just summarised Proctor and Hale's role in the story.
- Planning of this literary essay has overwhelmingly NOT been taught.
- Candidates believe that a mere recounting of events in narrative form will suffice.
- Often there is evidence that the set texts have not been read – or only the film has been watched.
- No attempt to spell names of characters carefully or consistently. This spoils impact of responses.
- Lengths of essays were often inadequate.
- Zero content in some essays, while there seems to be “drilling” or pre-learning of essays in some essays.

QUESTION 16: *The Crucible* - Contextual Question

AIM/OBJECTIVE FOR SETTING THE QUESTION

- To assess the candidate's **knowledge** of plot/ content, characters (especially Othello and Iago), dramatic features and theme (especially revenge).
- To assess the candidate's **ability** to:
 - Analyse dialogue and actions; explain how it relates to character, theme
 - Evaluate plot, sub-plot, portrayal of character, conflict, dramatic purpose, dramatic irony.
- To assess the candidates **understanding** of the values and attitudes that are betrayed through manipulation of others; of the consequences of not standing for what is right; of trusting without exercising one's judgment; of integrity.

RELEVANCE OR RELATION OF THE QUESTION TO THE LOs and ASs.

The learning outcome and general assessment standard for the entire paper is Learning Outcome 2 – reading and viewing: explore and evaluate key features of texts and explain how they contribute to meaning – literary texts.

The key features focused on in this question are:

- 16.1 knowledge of plot
- 16.2 analysis of text to reveal character
- 16.3 analysis of language to reveal character and plot
- 16.4 understanding of character and plot
- 16.5 analysis of text and how it affects the audience's attitude towards characters
- 16.6 recall of plot/ events
- 16.7 development of character and theme
- 16.8 interpretation and evaluation of character and theme



Ikamva eliqaqambileyo!

WHERE DID CANDIDATES LACK EXPERTISE OR FAIL IN GIVING AN APPROPRIATE ANSWER TO SCORE HIGH MARKS IN THE QUESTION?

16.1 *Account for Betty's 'condition' in this extract. (2)*

- Answers not specifically on the extract; just general reference.
- Many candidates do not “account for” Betty’s condition – they state what it is.

16.2 *Explain what the stage direction in line 9 '(smashes her across the face)' reveals about Abigail's character. (2)*

- Appropriate question; well answered.
- The instruction refers to Abigail’s character – this is often overlooked.

16.3 *Refer to lines 12 to 15: 'Let either of you ... will shudder you.' Discuss how Abigail uses language in these lines in order to achieve her purpose. (3)*

- Fairly well answered. However, specific reference to language is omitted.

16.4 *Drawing on your knowledge of the play as a whole, discuss the extent to which Thomas Putnam is responsible for the deaths of some of the accused during the subsequent witch trials. (3)*

- Challenging; poorly answered; candidates clearly do not know much about this character.

16.5 *Do you agree that, in this scene, the playwright encourages the audience to feel sympathetic towards Betty and Mary? Justify your opinion. (3)*

- Fair question; marking guideline allows options.
- Overall the responses lean towards “Yes”. However, this was not well answered.

16.6 *Describe the circumstances that have led up to this moment in the play. (3)*

- Straightforward question; well answered.
- Question needed to be more specific. Some responses begin with the girls dancing in the forest.

16.7 *Hale admits to being very different now from the man who arrives in Salem some months previously. Explain why he has had this change of attitude. (3)*

- Challenging question; candidates fail to point out “before” and “after” attitude and why change has occurred; just describe Hale.
- Often little reference is made to “change” in Hale. He is either still a book-bound fanatic or he has lost his faith entirely.

16.8 *Refer to line 5: ' ... cleave to no faith when faith brings blood.'*

16.8.1 *Comment on Hale's advice to Elizabeth. (3)*

- Quite challenging; candidates do not understand quote and cannot explain advice or comment on it.
- Responses are weak. Candidates struggle to express themselves clearly.

16.8.2 *Critically evaluate Elizabeth's response to Hale. (3)*

- Challenging; poorly answered; miss point entirely because they failed to follow Hale’s advice.
- As above. Too much personal moralizing about sin and evil and the Devil.

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

- Candidates do not apply what is instructed, e.g. “discuss”, “assess”, etc. Teachers need to spend significant time explaining the jargon involved. Interpretation and understanding needs to be emphasized. The candidates need to be shown how to justify arguments from the text.
- Candidates must be reminded that language, tone and style have to be correct since this forms part of a formal assessment. Colloquial language must be eliminated.
- Handwriting is sometimes illegible – this is always to the candidate’s disadvantage.
- There are still candidates who do not follow the instructions – i.e. they answer two contextual questions. Teachers must stress this. Or are some candidates just doomed because they do not read instructions.
- Candidates should not produce clichéd, ostentatious keywords/phrases from their notes in essays in particular. Teachers should teach confident expression without the pressure of sophistication.
- Candidates should be advised not to attempt to mislead markers about the total number of words used in essays.
- Candidates must be told to try everything. No answer = no marks!
- Candidates need to be encouraged to use paragraphs.
- Too many use headings in essay; headings must never be used.
- Many candidates use a too relaxed style, even using slang.
- Candidates need to be concise in answering contextual questions.
- Candidates should be taught to quote effectively and correctly.
- Titles must be shown correctly, i.e. inverted commas or underline.
- Candidates must check back to the text in contextual questions to make sure their answers relate to the extracts given.
- Lines must not be left open in the middle of contextual answers. The marker presumes the answer is finished and assesses the response only to find more to come.
- Teach punctuation rules for words continuing to the next line.
- Tenses used badly – not aware that they should use present tense.
- Handwriting and type of pen used affect legibility and could easily be sorted out – no black gel pens.
- Rough work must be crossed out. Discourage candidates making use of the rough work page at the back of the script as they are then tempted to tear out the page for ease of reference. This is an irregularity and interferes with the marking and processing of the script.
- Literary terminology – basic definitions still not grasped by weaker centres, e.g. irony, mood.
- Basic poetic forms (the sonnet) must be taught.

POSITIVE OBSERVATIONS

- Candidates are taking more care with layout and neatness of responses. Keep stressing this.
- Generally good grasp of set texts; mostly selecting correctly (question combination); answers set out more clearly.
- Some candidates demonstrated great insight and critical thought.
- SMS language not as prevalent this year. Strive to eliminate it altogether.

