

ASSESSMENT AND EXAMINATIONS DIRECTORATE

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NSC 2015 CHIEF MARKER'S REPORT

SUBJECT	ENGLISH FIRST ADDITIONAL LANGUAGE
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PAPER	2
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DATE OF EXAMINATION:		DURATION:	2 HOURS
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This section of the instrument is aimed at providing valuable feedback to schools, subject advisors, teachers and learners about common errors committed by candidates in the answering of questions, to assist teachers and subject advisors to identify areas that need to be given special attention in the teaching and learning of the subject in 2016.

Your responses will be based on two parts:

Section 1: General overview of Learner performance in the question paper as a whole

Section 2: Comment on candidates' performance on individual questions (Detailed explanations must be provided **per question** as follows: (You may include sub questions where necessary))

- General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
- Why the question was poorly answered?
- Provide suggestion for improvement in relation to teaching and learning
- Describe any other specific observations relating to responses of learners
- Any other comments useful to teachers, subject advisors, teacher development

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

This question paper has followed all the requirements of the CAPS document. The questions set on all the genres carried the same weight throughout i.e. questions pitched at a particular level were evident in all the genres. Learner performance was average with very few candidates obtaining in the 80% – 100% range. Question 5 (*Nothing but the Truth*), Question 6 (*Short Stories*) and Question 7 (*Poetry*) were the most popular questions answered by learners. Question 3 (*A grain of wheat*) was the least popular question.

SECTION 2: Comment on candidates' performance in individual questions
(It is expected that a comment will be provided for each question on a separate sheet).

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
In Question 1.1.2. (b) very few candidates managed to score the full 2 marks either because the question was vague or they simply couldn't recall what they had read. In 1.1.4 candidates' responses were varied as they referred to the extract in question (despite the absence of dialogue between Scout and the men) and not to the incident AFTER the extract in question. Candidates displayed a poor understanding of theme identification in 1.1.5 (a). They did, however, have a sound knowledge of the explanation of the theme. The open-ended question (1.1.6.) elicited many generalised views despite them being referred to "this extract". Once again, Figures of Speech posed a problem.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Candidates' insight is lacking. They misinterpret questions because of a lack of vocabulary. Others have never studied the question and simply attempted to answer by guessing or relying on the extract to provide them with all the answers.

(c) Provide suggestions for improvement in relation to Teaching and Learning
Educators should use past papers AND memoranda for revision purposes in order for learners to be exposed to the type of questioning AND answering.

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

Candidates confuse Figures of Speech with Parts of Speech.

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

Candidates should be constantly reminded that they should answer questions on only the TWO genres which they have studied for the year. Candidates do not follow instructions (e.g. number of genres to be answered) and most do not use the CHECKLIST provided. Educators should encourage learners to use it. The knowledge of literature terminology is lacking e.g. learners can't identify and explain tone, mood, feeling, character traits.

QUESTION 2

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

Because this is not a popular novel in terms of it being taught, there were very few responses to this question. However, the following were noted: Candidates pre-empted 2.1.4 wrongly. They just merely assumed that the comparison of characters is between Jack and Ralph instead of Jack and Piggy. In 2.1.6 they did not confine themselves to the extract to show Ralph's leadership skills. They alluded to the entire novel. Very few candidates managed to obtain full marks as they could not come up with enough facts to prove that "Simon can be regarded as a symbol of everything good in the novel".

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

Candidates did not confine their responses to the given extract, e.g. 2.1.4 in which they were asked to compare the characters of Jack and Piggy. Instead, the characterisation was taken from the novel as a whole.

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

Learners should be advised (by teachers) to follow the given mark allocation and



as a guide in answering questions e.g. a 2 mark question requires 2 facts and a short explanation. Teachers should focus on teaching the new style of True and False questions. These were badly answered throughout the paper.

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

Responses to 2.1.6 in which candidates had to explain “how Ralph shows leadership skills” were good and based on the extract.

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

The correct use of quotations and adhering to the number of words required should be emphasized.

QUESTION 3

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

This, being the least popular novel, responses to this question were minimal. Candidates failed to score the full 4 marks for 3.1.3 in which they had to write down FOUR character traits of Kihika. The open-ended Question (3.1.6) was also poorly answered. Candidates clearly showed that they were not au fait with the content of the novel. Identification and explanation of theme (3.2.6), proved to be problematic for the candidates.

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

Most candidates relied on summaries of the novel and hoped to find answers to questions on the question paper. They clearly showed neither knowledge nor insight

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

Educators should focus on the teaching of themes: How to identify themes AND the explanation thereof. Another shortcoming in candidates' responses was their misinterpretation of character traits. Candidates should be taught the difference between a character trait and a personality trait.

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

Question 3.2.3 (a) Explaining the TRUTH of the statement and (b) quoting to support the answer, were well-answered.

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

Educators should encourage candidates to use the checklist to avoid answering more than TWO genres (sections).

The knowledge of literature terminology is lacking e.g. learners can't differentiate between tone, mood and feeling or explain character traits.

QUESTION 4

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

Questions 4.1.2 (a) Identification of Capulet's tone and (b) explanation of why he uses this tone were poorly answered. In 4.1.5 candidates were referred to "the play as a whole" to respond to this open-ended question. However, many of them confined themselves to the extract only. In 4.2.6 some candidates would identify the "weakness in Romeo's character" but failed to explain how it "leads to the tragic events in the play".

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

Candidates could not correctly identify tone (4.1.2) and character traits (4.1.4).

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

Educators should emphasize how certain questions consist of TWO parts and make learners aware of how easy it is to lose marks if one fails to answer both parts of a question. Identification of tone should also be emphasized.

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

Candidates did not fully grasp the concept of 'holiness' in 4.2.8 in which they are asked to discuss their view on whether the " 'Holy Franciscan Friar' Laurence is indeed a holy person."

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

The teaching of tone, character traits and stage directions should be emphasised.

QUESTION 5

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

This is by far the most popular question. Many candidates struggled to obtain full marks for 5.1.2 "What do we learn about Themba in lines 3 – 4?". Either they personalized their responses, e.g. "I've learnt that I should follow my culture" AND "I should be buried at home" or they simply quoted from the extract. In 5.1.3 they merely regurgitated the fact that he had slept with Sipho's wife. Many candidates simply did not know who Sis Miriam and Bra Hugh are. 5.1.7 was a challenge. Candidates could not explain how



TRC impacted personally on Sipho. Very few managed to obtain the full 3 marks.

5.2.5 Candidates fared well in this question. Most of them scored full marks as they mentioned all the points necessary.

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

The marks scored in this question ranged from average to good. Those who scored below average marks either did not study this specific play or merely engaged in a guessing exercise.

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

Stage directions, characterisation, especially differences in characters, need to be taught and demonstrated in lessons.

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

Most candidates did not give character traits of Mandisa and Thando. They interpreted Mandisa's 'outspokenness' as disrespectful'. In Question 5.2.2, the learners provided one word, e.g. 'happy' instead of contextualizing the response, resulting in them losing marks. In question 5.2.1. (c) candidates were unable to provide the exact occupation of Sipho. They simply responded that 'he is a Library worker.'

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

This is a simple novel with only THREE speaking characters. Surely educators can emphasise character traits, tone, stage directions and the occupations of these characters. It needs to be emphasised that Sipho NEVER becomes the Chief Librarian.



QUESTION 6

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

Candidates' responses ranged from average to good. Explaining the True/False question (6.1.2) posed a challenge to a number of candidates. Failure to obtain the full 2 marks as to why 'Rob deliberately lies to his father about being selected for the boxing team' was evident. The difference in the treatment of Rob by Mr and Mrs Willison also posed a challenge. Many candidates tended to focus only on Mrs Willison's treatment of Rob, thus forfeiting the marks to the response of Mr Willison. In 6.1.7 where candidates were asked to discuss their view on whether they felt 'sorry for Rob when he is exposed as a liar' they responded out of context and personalized or generalized.

In 6.2.1 most candidates gave reasons like: "Marta wanted to save her father's farm and not wanting her father being a poor white." They failed to give the reasons as given in the marking guideline. In 6.2.5, where candidates had to give their view on whether 'innocent women are sacrificed at the hands of selfish, greedy men in this story' merely general responses were elicited resulting in the candidates forfeiting these marks. Failure to state specifics showed that they did not know this short story well.

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

A poor grasp of Literal and Figurative language usage was evident. Description of feelings was also poorly responded to. Open-ended questions require that viewpoints be grounded in the text of the genre concerned.

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

The teaching of Literal and figurative meaning needs to be emphasised. Candidates should be taught that "differences" comprise TWO parts. Candidates need to be taught that the responses to open-ended questions should NOT be personalised but be grounded in the text.



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

Candidates were not able to describe Sukey's feelings in ONE word (6.2.3 (a))

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

The teaching of symbolism and explaining figures of speech cannot be adequately emphasized. Suitable adjectives other than "happy", "sad", "angry" to describe characters' feelings should be taught.

QUESTION 7

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

Responses were fair. Inability to explain the irony in "fatal play" (7.1.4) was evident. Candidates failed to use their "OWN" words in 7.1.5 and simply lifted answers from the poem.

Answers to 7.2.2 (a), 7.2.2(b) AND 7.2.4 (b) overlapped. Most responses to 7.2.3 (b) were similar to answers for 7.2.2 (a), (b) and 7.2.4 (b).

Responses to 7.2.5 were good. Many candidates could explain the appropriateness of the title.

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

Question 7.1.8 bordered on unfair questioning. This question on whether "you think the speaker is an expert on wildlife?" could have been rephrased to be more specific, e.g. Do you think the speaker knows the cheetah well?

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

The “use of OWN words” needs to be practiced by candidates. Vocabulary and ways of expressing oneself should be emphasised by educators.

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

Most learners did well in “*Cheetah*” (Question 7.1). Some had challenges in identifying the theme of this poem. Most learners were unable to discuss whether the speaker is an expert on wildlife in question 7.1.8. Some learners responded with general knowledge which is not text based.

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

Workshops on the teaching of Literature should be done as part of teacher development.

NAME OF THE CHIEF MARKER:

SIGNATURE

DATE