

**EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE**

Home of Examinations and Assessment, Zone 6, Zwelitsha, 5600  
REPUBLIC OF SOUTH AFRICA, Website: [www.ecdoe.gov.za](http://www.ecdoe.gov.za)

## **2019 NSC CHIEF MARKER'S REPORT**

SUBJECT:	English FAL
PAPER:	Paper 1
DURATION OF PAPER:	2 hours
DATES OF MARKING:	1 – 14 December 2019

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

The overall standard of the paper was fair, as it catered for learners on all cognitive levels.

**SECTION A (Text A & B)**

**Question 1 (Comprehension)**

Texts were relevant and interesting. The language used in the paper was on an appropriate level for FAL candidates.

In 2019, there was a slight improvement in candidates' performance.

Inferential questions seem to be a challenge to most candidates.

Linking the title to the text is tested in most question papers, but candidates are still not able to answer this question.

**TEXT A:** 'Get Creative, Get Better' was informative and candidates could gain knowledge about the benefits of creativity.

**TEXT B:** Most candidates managed to answer all three questions but lost marks because they could not identify the 'steering wheel' or explain the man's body language correctly.

**SECTION B (Summary)**

Candidates showed an improvement in choosing the correct format to complete their summary.

There was much less quoting and repetition of facts.

**SECTION C (Language & Editing Skills)**

**Question 3 (Analysing an Advertisement)**

**TEXT D:** Candidates performed slightly better than previous years, but are still unable to identify the target audience. Candidates are still unable to score full marks for the open-



*Ikamva eliqagambileyo!*

ended question.

#### **Question 4 (Analysing a Cartoon)**

**TEXT E:** Most candidates fared exceptionally well in the cartoon this year compared to previous years.

Several of them still fail to identify the visual aspect and the humour created by the cartoonist.

#### **Question 5**

**TEXT F&G:** Language aspects were fairly assessed, but this is the question in which most candidates score the lowest marks.

## 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?	
<p>The performance from candidates was average in the comprehension question.</p> <p>The question was answered well by some and poorly by a clear majority.</p> <p>Comprehension tests understanding. Those candidates who do not read texts MORE THAN ONCE lack the necessary understanding.</p> <p>It is fair to conclude that many candidates start answering questions without reading the texts.</p> <p>They should be discouraged from doing it as many marks are lost.</p>	

(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by candidates in this question, and any misconceptions.	
1.2.1	<p>Most candidates do not know the difference between doing something 'as a hobby' and doing something 'for a living'.</p> <p>Some candidates managed to score one mark for explaining what a hobby is, but most failed to link monetary gain to doing something 'for a living'.</p>
1.2.2	<p>Candidates showed a lack of insight into the term 'release our imagination', this resulted in them scoring zero.</p> <p>Most candidates repeated the word 'release' instead of using a synonym to show their understanding of the word.</p>
1.3.1	<p>Candidates provided the meaning of 'pre-historic times' instead of linking it to the fact that creativity has been around for many centuries.</p> <p>Many referred to 'pre-historic times' as the apartheid era instead of linking it to the text.</p> <p>Most candidates scored zero for this question.</p>
1.3.2	<p>Candidates failed to follow the instruction to put the words 'in our blood' in their OWN words, but quoted instead.</p> <p>Many repeated the words 'is in our blood' in their answers, resulting in them forfeiting the mark.</p>
1.4.1	<p>Candidates did not adhere to the instruction to 'quote a SINGLE word'. Many quoted more than one word. As a result, marks were forfeited.</p> <p>It was also difficult for several candidates to identify the synonym due to lack of understanding and limited vocabulary.</p> <p>Those who identified the correct word, spelt it correctly which is an improvement compared to previous years.</p>
1.5	<p>Many candidates identified the correct facts from the text which they then quoted</p>

	<p>even though they were not instructed to do so.</p> <p>Several candidates ignored the instruction to EXPLAIN, as well as the mark allocation and only quoted the first sentence from paragraph six which is worth one mark.</p>
1.6	<p>Lack of understanding was evident in this question.</p> <p>Candidates repeated 'pen to paper' and 'old-fashioned' in their answers instead of showing understanding by using their OWN words.</p> <p>Several candidates attempted to answer this question but failed to score marks because the contrast was not explained in full.</p>
1.10	<p>Candidates concentrated on what can be learnt from the text instead of the trustworthiness and impact of the research.</p>
1.11	<p>Most candidates could say if the title was suitable or not but they were unable to link it to the text.</p>
1.12	<p>In this question candidates could identify the 'steering wheel' but most failed to use the correct English term for it, instead they referred to it as a 'steering'.</p>
1.13	<p>Candidates should link the body language to the emotion referred to in the question.</p> <p>Candidates should have written: 'The man's eyes are <u>wide</u> open.' AND 'The man's mouth is <u>wide</u> open.'</p> <p>The words 'wide open' instead of just 'open' is linked to being shocked.</p> <p>Candidates should refrain from using the word 'wildly' because it does not mean the same as 'widely' - so no marks can be allocated.</p>
1.14	<p>Candidates concentrated on what they could see in the picture instead of writing about the underlying message conveyed by the picture.</p>

<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>	
<ul style="list-style-type: none"> <li>➤ Comprehension tests understanding, so it is important that candidates read the texts more than once before attempting to answer the first question.</li> <li>➤ Candidates answer questions without understanding what is being asked. Their answers must be grounded in the comprehension text.</li> <li>➤ Candidates should have dictionaries at their disposal in the classrooms.</li> <li>➤ Candidates lack reading skills, which becomes evident when they answer comprehension questions. Candidates should have more reading material like magazines available to them in class.</li> <li>➤ When marking open-ended questions, read learners' entire response and place ticks at the end of the answer. Refrain from searching for keywords or answers that are in the marking guidelines. Credit candidates for relevant responses.</li> <li>➤ Candidates should be reminded that they can express their views when answering open-ended questions. Those who mark these responses should award marks whether they agree with the candidates' response or not. Credit the candidate for his/her ability to express personal opinions.</li> </ul> <p>Pages 28 to 30 in the CAPS Document explicitly defines the skills required for comprehension through reading and viewing.</p>	

**(d) Describe any other specific observations relating to responses of candidates and comments that are useful to teachers, subject advisors, teacher development etc.**

- Comprehension questions must have their responses derived from the text provided.
- Even though candidates can quote they should ensure that the quotation answers the question. Candidates should refrain from quoting multiple sentences for the same answer.
- Candidates should be mindful of mark allocation per question before answering.
- Open-ended questions should not have contradictory substantiations to their stance.
- Some candidates quote from the text when they answer open-ended questions. Their own view or opinion is required.
- Candidates should be taught how to form responses to specific instruction words such as 'Discuss' and 'Explain'. Such questions cannot be answered using one-word answers, they should instead provide a detailed answer.
- Candidates should not quote from the text to answer open-ended questions as the response should be based on their own opinion.
- Consecutive (not tested in this paper), refers to words which follow one after the other. Candidates should follow instructions when asked to provide an exact count of words. For example, 'TWO consecutive words' means that a learner cannot have more than two words, which must follow each other.
- Candidates should provide answers using their OWN WORDS instead of quotes in questions which ask for such responses.
- Expose candidates to more visual texts in the classroom. This applies to ALL grades.
- Educators are advised to make use of Bloom's and Barrett's Taxonomies when setting their test and examination question papers, to ensure that they cover questions across all cognitive levels, i.e. the 40/40/20 provisioning.

Past PROVINCIAL and/or NATIONAL papers are valuable resources for teaching candidates how to form answers to frequently asked questions and for teachers to emphasise language skills.

<b>QUESTION 2 (Summary)</b>
<b>(a) General comment on the performance of Candidates in the specific question. Was the question well answered or poorly answered?</b>
<p>This summary was good in the sense that candidates did not repeat facts and therefore scored higher marks.</p> <p>The text was relevant and easy to understand. There were only 8 distinguishable facts, making it easy to identify.</p> <p>Many fared well in this question, but more candidates could have scored full marks so, there is room for improvement.</p>
<b>(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by Candidates in this question, and any misconceptions.</b>
<p>Some candidates performed poorly due to:</p> <ul style="list-style-type: none"> <li>➤ Not following the six clear instructions stipulated in the question paper;</li> <li>➤ failing to adhere to the number of words required;</li> <li>➤ failing to cancel drafts of their summaries results in the draft being marked whereas candidates could score more marks for their final summary;</li> <li>➤ quoting answers instead of rephrasing them;</li> <li>➤ changing the meaning of facts when attempting to write in their own words;</li> <li>➤ lack of ability to create structure;</li> <li>➤ writing multiple facts per line instead of one;</li> <li>➤ drawing responses from sources other than the provided text, and;</li> <li>unclear responses not relating to the provided text.</li> </ul>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>➤ Candidates should not be given the marking guidelines for Question 2, as many of them then attempt to answer the question in the format as stipulated in the marking guidelines.</li> <li>➤ While doing this summary candidates were not mindful of the instruction 'how to get a good night's sleep' so they included irrelevant facts in their answer. Candidates should use facts from the text provided.</li> <li>➤ Candidates must number their points instead of using dashes.</li> <li>➤ Remind candidates that quoting all seven facts results in zero marks for language.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of Candidates and comments that are useful to teachers, subject advisors, teacher development etc.</b>
<p>Candidates should be encouraged to count and indicate the number of words used at the end of their summary. They should not exceed the number of words required.</p> <p>Emphasise the importance of following instructions to learners.</p> <p>The summary is assessed as follows:</p> <ul style="list-style-type: none"> <li>➤ 7 marks for 7 correct facts</li> <li>➤ 3 marks for language – awarded according to the number of correct facts.</li> </ul>

Language and spelling errors can be indicated, but Candidates are not penalised in addition to what is stipulated in the marking guidelines.

- See Marking Guidelines on how to mark the summary.
- It is worth mentioning that compared to 2018, fewer Candidates used a column for quotations and one for facts. This shows an improvement in teaching summary skills, but it is not evident in all centres.

<b>QUESTION 3 (ANALYSING AN ADVERTISEMENT)</b>	
<b>(a) General comment on the performance of Candidates in the specific question. Was the question well answered or poorly answered?</b>	
Candidates had an average performance in this question however, there was an improvement from previous years.	
<b>(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by Candidates in this question, and any misconceptions.</b>	
3.1	Many candidates lost this mark, because they looked at the visuals in the advertisement and identified musicians as the target audience. On the other hand the term 'target audience' seemed a foreign term to some as their answers were not related to the question.
3.2	Only a few candidates managed to see that the letter 'U' resembles a bowl.
3.3	Candidates failed to describe the visual element and concentrated on the message instead. Candidates fail to see the connection between eating Kellogg's and achieving greatness as a result thereof. They could only identify that the people are happy and energetic.
3.5	Candidates gave a general answer like 'many years' instead of using the number of years mentioned in the advertisement. They should have paid attention to the words: 'according to this advertisement', used in the question.
3.7	Candidates focused on the music and musicians instead of the product. Candidates did not always write a substantiation as a result they scored zero.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>	
Refer to the CAPS Document, page 31 – 'Intensive reading of MULTIMODAL AND VISUAL TEXTS'. 'Identify, analyse and evaluate the message and effectiveness of visual elements of advertisements.	
<b>(d) Describe any other specific observations relating to responses of Candidates and comments that are useful to teachers, subject advisors, teacher development etc.</b>	
<ul style="list-style-type: none"> <li>➤ Candidates should be taught how to derive valid reasons for their answers from the advertisement itself.</li> <li>➤ Candidates must practise analysis skills from Grade 8 using more basic examples, gradually moving towards more in-depth advertisements.</li> <li>➤ Candidates should consider visuals when answering questions.</li> <li>➤ Emotive words are used to convince people to buy a product and should be focussed on when answering questions.</li> <li>➤ For open-ended questions, it is important that the stance match the substantiation to score marks.</li> <li>➤ Candidates should be reminded that a stance (Yes/No), with no substantiation (reasons for Yes/No) will result in no marks.</li> </ul>	

<b>QUESTION 4 (ANALYSING A CARTOON)</b>	
<b>(a) General comment on the performance of Candidates in the specific question. Was the question well answered or poorly answered?</b>	
Candidates performed exceptionally well with an improvement of 10% in 2019 compared to 2018.	
<b>(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by Candidates in this question, and any misconceptions.</b>	
The following questions were poorly answered:	
4.1	<p>Candidates ignored the instruction 'describe' as well as the marks allocated. Most of them did not give enough information to score two marks.</p> <p>Body language means that candidates should specify what characters are doing in the frame referred to.</p> <p>They must refrain from using the words 'facial expression' and be more specific.</p>
4.5	<p>Candidates failed to analyse the question and identify the keywords 'contrast' and 'visual aspect' which would have assisted them to have a correct response to the question.</p> <p>Candidates did not understand the word 'contrast', therefore failing to obtain marks for this question. Several candidates scored zero because the mark allocation was not split.</p>
4.6	<p>A lack of vocabulary once again disadvantaged many candidates as they do not understand the meaning of the word 'humour'.</p>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>	
Refer to the CAPS Document, page 31 – 'Intensive reading of MULTIMODAL AND VISUAL TEXTS'. 'Identify, analyse and evaluate the purpose and message of visual texts created for enjoyment and entertainment'.	
<b>(d) Describe any other specific observations relating to responses of Candidates and comments that are useful to teachers, subject advisors, teacher development etc.</b>	
<ul style="list-style-type: none"> <li>➤ When referring to a specific frame in a cartoon, the answer cannot be derived from a different one – Candidates who do this cannot be awarded marks.</li> <li>➤ Candidates should pay attention to verbal and visual clues within the cartoon.</li> <li>➤ Candidates must be taught the difference between visual and verbal aspects.</li> <li>➤ Candidates should read the entire cartoon before answering questions to fully interpret any humour and/or message present.</li> </ul>	

QUESTION 5 (LANGUAGE AND EDITING SKILLS)		
(a) General comment on the performance of Candidates in the specific question. Was the question well answered or poorly answered?		
<p>This is generally the question in which Candidates do not perform well. It is of great concern that learners are not taught basic grammar skills in the classroom.</p> <p>This section needs urgent attention.</p>		
(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by Candidates in this question, and any misconceptions.		
5.1.1		<p>Candidates find it very challenging to identify errors in sentences, so they tend to change words that are correct.</p> <p>Those who wrote in full sentences failed to score marks as they did not underline the correct answer.</p>
	(a)	Candidates failed to identify the omission of the hyphen.
	(b)	Candidates changed the word 'originally' to 'original' instead of identifying the incorrect concord.
	(c)	Spelling was tested and this question was well answered.
	(d)	Candidates failed to use the correct preposition.
5.1.2		Candidates could provide an antonym, but lost marks because their answer was not in the simple past tense – the same as the underlined word on the question paper.
5.1.3		The basic rule of passive voice, that is the object taking the place of the subject and vice versa was not applied by candidates.
5.1.4		Most candidates could change the sentence to the negative form but left the word 'contains' unchanged, so they forfeited the mark.
5.1.7		<p>Most candidates could not change the verb to the correct tense – 'will have to would have'.</p> <p>Candidates still lose the bonus mark for punctuation because they fail to leave out the quotation marks in their answer.</p> <p>Candidates are careless because they all know a sentence should end with a full stop.</p>
5.1.8		<p>No specific conjunctions were indicated, so candidates were not limited in their responses. They could use any appropriate conjunction to join the sentences.</p> <p>Candidates still lost the mark because they repeated the words 'brand new books' instead of replacing it.</p>
5.2.1		<p>As stated in 2018, candidates should be exposed to more exercises on tag questions.</p> <p>If a statement is positive, the tag provided should be in the negative.</p> <p><b>EXAMPLE:</b> Sally is happy, is she not/ isn't she?</p> <p>Today's test was challenging, was it not/wasn't it?</p> <p>My grandmother loves flowers, does she not/doesn't she?</p> <p><b>IMPORTANT:</b> Remind candidates to use the apostrophe correctly or else they will forfeit marks.</p>

	<p>If a statement is negative, the tag provided should be in the positive.</p> <p><b>EXAMPLE:</b> Sally is not happy, is she?</p> <p>Today's test was not challenging, was it?</p> <p>My grandmother does not love flowers, does she?</p>
5.2.2	Candidates confuse parts of speech with figures of speech thus, scoring low marks for this question. Of those who managed to distinguish between the two, most failed to identify the correct parts of speech and simply guessed.
5.2.3	Candidates could provide the correct answer, but many lost marks because the answer 'community' was misspelt.
5.2.4	Candidates did not seem to know the term 'degrees of comparison' or the rules relating to it. Many incorrect answers were given with some not even close to answering the question.
5.2.5	It was clear that most candidates did not understand the term homonym. They were unable to construct a correct sentence and most wrote a sentence which was the same as the one on the question paper.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>	
<ul style="list-style-type: none"> <li>➤ Candidates should learn to follow instructions and only write what is required of them by the question. When a one-word answer is required, Candidates who write the whole sentence must underline the relevant word to receive marks.</li> <li>➤ Candidates should be taught the difference between homonyms, homophones, synonyms, and antonyms and how to use it in sentences.</li> <li>➤ Emphasize to candidates that the tense of the introductory verb should serve as a clue as to the tense of their answer. An introductory verb in the past tense means that all other verbs must be changed to the past tense for the reported speech.</li> <li>➤ Short spelling exercises should be done in class as incorrect spelling in certain sections of the question paper could disadvantage the learner.</li> <li>➤ Instead of giving students multiple exercises on language structures, they should be taught the rules of language structures in class from Grade 8.</li> <li>➤ English teachers should not compromise the use of English as a teaching language at school; candidates should hear the language from their teachers as candidates may rarely hear it outside the classroom.</li> </ul>	
<b>(d) Describe any other specific observations relating to responses of candidates and comments that are useful to teachers, subject advisors, teacher development etc.</b>	
<p>Candidates cannot improve their language skills without sufficient education in the classroom. Teachers must <i>teach</i> language skills to candidates to improve learners' performance in this question.</p> <p>Challenges experienced by candidates cannot be addressed in Grade 12. Because language skills should be emphasized from Grade 8.</p> <p>Teachers can formulate remedial spelling exercises based on the learners' written work.</p> <p>Teachers should have magazines in the classroom to stimulate learners' interest in reading.</p> <p>Refer to the CAPS Document, pages 46 to 48, for a list of Language Structures and Conventions.</p>	