

EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

Home of Examinations and Assessment, Zone 6, Zwelitsha, 5600

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2019 NSC CHIEF MARKER'S REPORT

SUBJECT:	ENGLISH FAL
PAPER:	2
DURATION OF PAPER:	2 HRS
DATES OF MARKING:	01-14 / 12 / 2019

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

Candidates' performance ranged from poor to moderate with few high achievers. Out of 71233 candidates who sat for the examinations, about 62,5% achieved level 1, 19,2% achieved level 2, Level 3 is 11%, Level 4 is 5%, Level 5 is 1.8%, Level 6 is 0.5% and Level 7 is 0.1%.

The most popular answered genres were Short Stories and Poetry, followed by Drama and Novel. On **characterisation**, when candidates were required to mention character traits as revealed in a particular extract, some just explained it with no trait given. **Figures of speech questions**, candidates failed to explain the relevance of those figures of speech as used in the texts. **Tone** questions – candidates showed a great deal of a lack of vocabulary to describe the required tone used in a particular context. They wrote low, high, rough or silly.

The same goes for **theme** questions, there was no anchoring of facts to the guidance given like discussing about specific characters. Candidates also did not give sufficient length of discussion on **open-ended** questions.

Another concerning shortfall was for candidates to fail to follow **instructions** per question.

For example, an instruction like “to- this extract”, was instead answered generally.

Out of the six questions of the paper, in terms of performance Question 4 was better answered, followed by Question 1, Question 3, Question 2 , Question 6 and question 5.



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>This question was answered by a few candidates who answered it poorly. The candidates seemed to have only responded to it because it was the first question in the question paper, except for a few that responded well by choice.</p> <p>Many learners who answered the question seemed not to have read the book, answers were just quoted from the extract even though they were irrelevant. On average, it was 50% for 1.1 and 53% for 1.2.</p>
(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<p>1.1.4 Candidates failed to adhere to the instruction of focusing on the particular extract. Answers were based on general characterisation.</p> <p>1.1.6 Candidates wrote about one priest despite the fact that the question asked about 'various priests'.</p> <p>1.2.2 Candidates failed to explain the relevance of the figure of speech fully to obtain maximum marks.</p> <p>1.2.3 Candidates showed a huge lack of vocabulary to describe the tone. They used words like "high", "low", etc.</p> <p>1.2.4 Candidates failed to mention the 'feeling' the shame.</p> <p>1.2.6 Candidates did not describe the atmosphere, may be again due to a lack of vocabulary.</p> <p>1.2.8 Most candidates struggled to explain the irony in the killing of Arthur Jarvis.</p>
(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none">• Candidates who do the novel should be afforded the opportunity to read the text fully.• Educators should have a list of figures of speech per page/chapter, then go through explanation or relevance / justification/ appropriateness of each figure of speech.• Candidates should be encouraged to give combination answers which will afford them more marks.• Candidates should take note of which extract the question is referring to.•
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
<p>Apparently, the book was not taught and therefore was chosen by default by some candidates.</p>

QUESTION 2
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The question was also not well answered by those who chose it. There were not any significant high marks obtained. Performance not bad but still ranged at 47% for 2.1 and 36% for 2.2.

(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<p>2.1.2 (b) Candidates struggled to describe and explain the atmosphere due to their limited vocabulary.</p> <p>2.1.3 Candidates failed to describe the tone used in the given lines.</p> <p>2.1.6 Candidates failed to answer the irony question well. They could not bring both sides of the argument to earn full marks. And the mark allocation for this question is 2/0.</p> <p>2.1.5 Candidates simply gave general character traits about Mr Utterson, disregarding the focus on the extract given.</p> <p>2.1.7 Candidates could not score full marks because they failed to mention Dr Lanyon's attitude to science.</p> <p>2.2.1 Candidates were not able to provide answers to the question.</p> <p>2.2.6 Candidates wrote about friendship in general while required the question to discuss how friendship plays an important role in revealing the mystery of Mr Hyde.</p>

(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> • Educators should have a list of figures of speech per page/chapter, then go through explanation or relevance / justification/ appropriateness of each figure of speech. • Learners need to be taken through instructions per sub-question so as to understand the requirements of each. This should be done during teaching. • Teachers need to plan focused lessons that would respond to irony questions. • Teachers should show learners how both doctors, i.e. Dr Jekyll and Dr Lanyon had different perspectives to science.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> • Candidates did not consider mark allocation, they gave scanty responses that were not worth the full marks. • Teachers need to raise awareness of learners on different cognitive levels of questions.

That would help them to know the extent to which an answer should be given for each question.

- In the discussion questions candidates are not expected to provide answers in *bullets* but to explain in paragraphs.

QUESTION 3
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This was the better answered question where about 50% of the candidates that chose it obtained between 45-50% on average.
(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<p>3.1.5 Candidates did not get the full marks on this one because they were misled by '<i>the real reason</i>' in the question to which they gave one fact ignoring the mark allocation of 2 marks. The marking guideline expected two facts to be given.</p> <p>3.1.6 Candidates simply gave general character traits about Banquo, disregarding the focus on the extract given.</p> <p>3.1.7 Candidates failed to interpret the question to be requiring different reactions of Macbeth and Banquo to the witches.</p> <p>3.2.2 Candidates were unable to explain the relevance of the figure of speech to the given context.</p> <p>3.2.4 Candidates struggled to give proper descriptive words for stage directions.</p> <p>3.2.5 Candidates failed to answer the irony question as they brought only one side of the argument, leaving the other.</p>
(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> • Educators should have a list of figures of speech per page / scene, then go through explanation of the relevance / justification / appropriateness of each in a given context. • On helping candidates to understand stage directions, it is advisable to act out some scenes. • From the actions or role playing it would be easier for learners to describe the associated stage directions. • Candidates should be empowered with lists of words (vocabulary) that describe tone, mood or atmosphere and be asked to use them in relevant sentences. • Candidates should be taught theatrical concepts to assist understanding of the play. • Educators should teach learners the questions on the stage directions, i.e. 'what would you tell the character 'TO DO' and how would you direct the character 'TO SAY' the required line/s.
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Candidates need to be taught skills of tracking the different characters, their roles and impact in the play' i.e. Macbeth, Lady Macbeth, Banquo, The witches, etc.

QUESTION 4
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This was among the best performed in the paper. The majority of candidates that answered the question obtained above 60% on average. The average performance was 59% for 4.1 and 54% for 4.2.

(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<p>4.1.1 (a) Most learners got it wrong as they seemed not to know much about minor characters, e.g. Sipho Mfondini.</p> <p>4.1.2 Candidates could not distinguish between <u>when</u> the conversation occurred between Thami and Isabel to <u>where</u> it took place.</p> <p>4.1.4(c) On this question of stage directions, some candidates gave advices instead of stage directions, e.g. some said Thami should just go home instead of a relevant action.</p> <p>4.1.5 Candidates' responses focused on the exams issue, leaving out the other issue on factors that influenced Thami's education.</p> <p>4.1.6 Candidates were unable to explain the irony regarding Thami's loss of enthusiasm on education.</p> <p>4.1.7 Candidates missed out the key word "<i>different</i>" in the treatment of Thami and Isabel by Mr M.</p> <p>4.2.1 Most candidates wrote "exaggeration" instead of hyperbole, which made them lose marks as that is the explanation of the figure of speech.</p> <p>4.2.3 Candidates struggled with inference questions and symbolism.</p> <p>4.2.4 Other candidates wrote incorrect spelling of chemist, they wrote chemistry, while some only wrote that he was a business owner which made them lose the mark.</p> <p>4.2.5 Some candidates instead of saying 'comrades' they wrote 'boycotts' were going to kill Mr M.</p> <p>4.2.6 Candidates simply gave general character traits about Mr M, disregarding the focus on the extract given.</p> <p>4.2.7 Candidates gave scanty discussions on the theme of friendship which were not worth full marks.</p> <p>4.2.8 On this one candidates talked outside the book, on Thami giving democracy to South Africa. It's not known what happened to Thami after he fled to exile.</p>

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

- Educators should have a list of figures of speech per page / scene, then go through explanation on relevance/ justification/ appropriateness.
- On helping candidates to understand stage directions, it is advisable to act out some scenes.
- From the actions or role playing it would be easier for learners to describe the associated stage directions.
- Candidates should be empowered with lists of words (vocabulary) that describe tone, mood or atmosphere and be asked to use them in relevant sentences.
- Teachers should show the importance of minor characters, i.e. Sipho Mfondini.
- Teachers need to highlight to learners great statements, especially that elicit inferences in order to enhance vocabulary.

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

- It is observable that this drama is indeed short, and teachers complete it earlier on in the year and shelve it.
- It needs to be role played like all other dramas and be repeatedly revised.
- Use of past papers during class activities may help to expose learners to a variety of questions that have similar answers.
- Educators should teach learners the questions on the stage directions, i.e. ‘what would you tell the character ‘TO DO’ and how would you direct the character ‘TO SAY’ the required line.

QUESTION 5
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The question was poorly answered by many candidates. On average candidates obtained 37% for 5.1 and 40% for 5.2.

(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<p>5.1.1 While this was a level 1 question, candidates failed to identify the “<i>she</i>” referred to and the subsequent reason why the character acted that way.</p> <p>5.1.3 Candidates wrote “toys” without being specific or citing the two expected toys, they scored one mark only. Some just wrote what she ‘found’ instead of what she ‘expected’ to find.</p> <p>5.1.4 Candidates failed to give details of how ‘All -Night Sam’ had helped to kill a man. They only stated the dedication which made the woman to be angry and left out the shooting incident part.</p> <p>5.1.5 (b) Like in many other figures of speech, candidates failed to explain fully for 2 marks. They did not bring in the second part of Paul hiding from the awful experience.</p> <p>5.1.6 The tone issue once more betrayed learners as they lacked vocabulary to describe the tone.</p> <p>5.1.7 Candidates just retold the story of what happened instead of giving traits based on the extract, they mentioned general traits about the woman instead of focusing on the extract.</p> <p>5.1.8 Some candidates did not understand the meaning of “<i>overprotective</i>”.</p> <p>5.2.1 Candidates were not able to refer to events or happenings which occurred prior to this extract.</p> <p>5.2.2 Candidates struggled to respond to this question as they answered by saying the speaker was not done talking or was interrupted, or details were left out. The hesitation because of Eva’s blindness (use of word “see”) was not mentioned by many learners. They just gave the grammatical function of ellipsis.</p> <p>5.2.4 Candidates could not explain both the causes of happiness and sadness as the question required. They did not explicitly refer to the symbolism.</p> <p>5.2.5 Some candidates answered the question generally as referring to cemetery instead of ‘the grave’.</p>

(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> Teaching learners vocabulary has many benefits in the teaching of a language.

- Candidates should be exposed to the examinations questions where the marking of responses will be mediated to them.
- Candidates need to be encouraged to keep reading short stories on a regular basis so as to stay in touch with all facts of each story.
- Identification of all figures of speech and their relevance in each Short Story need to be practiced and worked on on a regular basis.
- Candidates need to refrain from writing discussion / theme / open-ended questions in bullets.
- Short Stories need to be told in pictures in an effort to enhance understanding. Learners should be encouraged to collect such pictures.

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

- Learners focused on the general use of ellipsis, teachers should teach punctuation marks in relation to their use in literature.
- Bad handwriting by some candidates needs to be worked on as it impacts on the interpretation of their answers by markers.
- Some few candidates wrote essays in which they narrated the whole story, disregarding the questions asked.
- Subject Advisors need to monitor closely if materials distributed to schools, e.g. National Education Collaborative Trust (NECT) are used fully.

QUESTION 6
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This was another poorly answered question with an average of 46% for 6.1 and 34% for 6.2.

(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<p>6.1.2 and 6.1.3 Candidates failed to explain the figures of speech and their relevance to the given contexts. It is a recurring problem which candidates fail to deal with.</p> <p>6.1.5 Candidates struggled to explain in their own words. They could not identify the literal meaning.</p> <p>6.1.6 This was an abstract concept that many candidates struggled with.</p> <p>6.1.8 Candidates gave same responses as in 6.1.7 instead of focusing on the speakers' overreaction, they talked generally about the change the speaker saw.</p> <p>6.2.1 Candidates were not aware that the poet is a South African as most wrote American as an answer.</p> <p>6.2.3 It was a tone question which candidates could not identify due to lack of vocabulary.</p> <p>6.2.5(b) Candidates found it difficult to explain the metaphor.</p> <p>6.2.7 The difference between "<i>the land</i>" and "<i>this land</i>" was a challenging question to the candidates. Some only focused on the punctuation marks next to each, without attaching meaning to the phrases. Most candidates only managed to score 1 mark.</p> <p>6.2.8 Candidates rewrote the question as an answer without explaining the impact of use of difficult words in the poem. They could not even be specific with examples of difficult words or figures of speech used in the poem.</p>

(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> • Teachers should focus on pre-reading activities and include the background of the poet. • Teachers should focus on line by line analysis of each poem, and also teaching abstract concepts instead of focusing just on the literal. • Teaching of poetry must focus more on figures speech / poetic devices as there are no character questions or stage directions assessed. • Figures of speech used in each poem should be identified and explained. • The advantage of the whole poem being rewritten in a question paper should be taken and used effectively. • Use of previous years' question papers should be done with caution as they need to expose learners to different questioning techniques.

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

There should be demonstration and shared lessons by teachers in their cluster meetings, coordinated by Subject Advisors. Focus should be on line by line analysis of the poem. That would be followed by an in-depth analysis of the whole poem.