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**QUALITATIVE ANALYSIS OF LEARNER RESPONSES AND EVALUATION OF QUESTION PAPERS: NSC 2021**

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| **REPORT 1: EVALUATION OF THE QUESTION PAPER AND MARKING GUIDELINE** |

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| **SUBJECT** | **ENGLISH FAL** |
| **PAPER** | **2** |
| **DURATION OF PAPER:** | **2h30 hours** |

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

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| Most learners answered the expected two questions. Short stories and poetry were the popular genres followed by drama (*My Children! My Africa!).* There was also a notable rise in learners answering *Macbeth* in Section B. In general learners did better than the previous year with the top learners obtaining between 60-65 marks out of 70 marks and 00-10 marks in the lowest range. Learners responded well in the mix and match of columns (characterisation) and theme questions. Unfortunately, most learners only scored 1 mark in the question that required the description of the setting for 2 marks (1.1.2, 2.1.2, 3.1.2, 4.1.2, 5.2.1 and 6.2.1). They responded poorly to the question that required them to explain the state of mind of a specific character (1.1.6, 2.1.5, 3.2.5 (b), 4.1.5, 5.2.5 and 6.2.5). Another poor performance was notable in the question that required candidates to state the difference in the attitude/reaction of given characters (1.2.5, 2.2.7, 3.1.5, 4.2.5, and 5.1.6).  Some learners struggled with the irony questions especially in question 4.1.6.  On an overall basis the paper was fair enough to learners who prepared well for the examinations, even average learners were able to score marks in certain questions. Most average learners struggled with the new questioning style- ‘description of setting, state of mind of a character and difference in the reaction of certain characters.’ |

**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).**

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| **QUESTION 1** |
| (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered? |
| A well answered question with few learners who responded to the least popular novel in the paper. Learners responded well in character questions (1.1.1, 1.1.7, 1.1.8 and 1.2.8), figure of speech question 1.1.3 (a) and theme question (1.2.7).  30 marks were recorded as the highest score and 0 marks as the lowest. Learners in the sampled scripts did well in Q 1.1 with an average of 67%, and 65% as an average in Q 1.2. |

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| (b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. |
| The struggling learners seemed to have no in-depth understanding of the novel.  1.1.2 Learners struggled to discuss both aspects of the setting, they only focused on stating the place while leaving out time.  1.1.3 (b) Learners struggled to explain the figure of speech, they managed to score 1 mark.  1.1.6 Learners struggled to identify Gertrude’s state of mind.  1.2.2. Learners could not prove why the given statement is false, some learners explained who Napoleon Letsitsi was instead of giving the name of the ‘other native’  1.2.3 (a) and (b) Learners struggled to identify and explain James Jarvis’ tone, they ignored the line reference that was given and based their responses on the whole extract.  1.2.5 Learners were unable to state the difference in the attitude of Harrison and James Jarvis, they gave responses that were not based in the extract. |

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| (c) Provide suggestions for improvement in relation to Teaching and Learning |
| Reading of the whole text will never be over-emphasised, learners must have individual copies and read the entire text.  The description of setting must be part of informal activities where learners practise to **describe setting of a** **given extract** (not the whole novel) by focusing on both place and time.  Learners must be given more **figures of speech** activities, for an example, if a metaphor/simile must be explained it is important to highlight the two things that are compared and show/explain what is common between them.  The **‘state of mind’** question requires learners to focus on what the character feels and explain why he/ she feels that way.  Learners must be taught how to respond to the question which requires the difference **in the attitude** of characters. |

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| (d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc. |
| Learners tend to ignore the given instructions especially when referred to specific lines or extract, they give information outside such lines.  Some learners respond by giving the negative form of a statement. For an example in question 1.2.2 “Why is the following statement FALSE?”, for learners to score marks they must give the correct information not the negative form of a given statement.  Informal activities should model the examination papers so that learners get used to the questioning style. |

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| **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 answered well by learners who responded to the novel. Learners responded well in character questions (2.1.1, 2.1.4, 2.1.7 and 2.2.9), figure of speech question 2.1.3 (a) and theme question (2.2.8). 34 marks were recorded as the highest score and 3 marks as the lowest. Candidates in the sampled scripts did well in Q 2.1 with an average of 62%, and 61% as an average in Q 2.2. |

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| (b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. |
| The average learners seemed to have no in-depth understanding of the novel.  2.1.2 Learners struggled to discuss both aspects of the setting, they only focused on stating the place while leaving out time.  2.1.3 (b) Learners struggled to explain the figure of speech, they managed to score 1 mark.  2.1.5 Learners struggled to identify Hyde’s state of mind.  2.2.7 Learners were unable to score full marks as they only managed to state Bradshaw’s reaction leaving out Utterson’s. |

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| (c) Provide suggestions for improvement in relation to Teaching and Learning |
| Reading of the whole text will never be over-emphasized, learners must have individual copies and read the entire text.  The description of setting must be part of informal activities where learners practise to **describe setting of a** **given extract** (not the whole novel) by focusing on both place and time.  Learners must be given more **figures of speech** activities, for an example, if a metaphor/simile must be explained it is important to highlight the two things that are compared and show/explain what is common between them.  The **‘state of mind’** question requires learners to focus on what the character feels and explain why he/she feels that way.  Learners must be taught how to respond to the question which requires the difference **in the reaction** of characters. |

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| (d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc. |
| Learners tend to ignore the given instructions especially when referred to specific lines or extract, they give information outside the referred lines/extract.  Some learners struggle to identify character traits due to a lack of vocabulary.  Identification of tone is also difficult for some learners.  A few learners misinterpreted question 2.2.6 and listed items in the cabinet.  Informal activities should model the examination papers so that learners get used to the questioning style. |

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| **QUESTION 3** |
| (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered? |
| Quite a few learners performed well in this question with some scoring 30 marks as the highest score and 0 as the lowest mark.  Candidates responded well in character questions (3.1.1, 3.1.7, 3.2.6 and 3.2.8), figure of speech question 3.1.4 (a) and theme question (3.2.7).  Candidates in the sampled scripts did well in Q 3.1 with an average of 67%, then in Q 3.2 it was 64%. |

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| (b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. |
| 3.1.2 Learners struggled to discuss both aspects of the setting, they managed to indicate when it happened (time) but could not get the place.  3.1.4 (b) Learners struggled to explain the figure of speech, they managed to score 1 mark only as they did not link the new title to the ‘new honours.  3.1.5 Learners struggled to answer the question as they misinterpreted Banquo and Macbeth’s reaction by solely focusing on their reaction to the witches’ prophecies.  3.2.1 Many learners struggled with this question; they did not know that “Thou” referred to Young Siward.  3.2.5 A few learners mentioned stage directions that were irrelevant like ‘Macduff must hold his head with both hands’  3.2.7 Some learners misinterpreted the question and discussed distrust instead of trust. |

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| (c) Provide suggestions for improvement in relation to Teaching and Learning |
| The description of setting must be part of informal activities where learners practise to **describe setting of a** **given extract** (not the whole drama) by focusing on both place and time.  Learners must be given more **figures of speech** activities, for an example, if a metaphor/simile must be explained it is important to highlight the two things that are compared and show/explain what is common between them.  Learners must be taught how to respond to the question (3.1.5) which requires the difference **in the reaction** of characters.  Learners must make time to act the play so that it becomes easy to respond to stage direction questions (3.2.5 (a)).  The **‘state of mind’** question (3.2.5 (b)) requires learners to focus on what the character feels and explain why he/ she feels that way. |

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| (d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc. |
| Learners must take note of instruction, some of them ignore the given instructions especially when referred to specific lines or extract, they give information outside the referred lines/extract.  Identification of tone is also difficult for some learners as they lack vocabulary.  Informal activities should model the examination papers so that learners get used to the questioning style. |

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| **QUESTION 4** |
| (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered? |
| Even in 2021 the drama – *My Children! My Africa!* was among the popular genres. Most learners did not perform well resulting to many scoring between 0 and 20 marks. Strong learners managed to score between 30 and 32 marks.  Learners responded well in character questions (4.1.1, 4.1.5, 4.1.7, 4.2.6 and 4.2.8), figure of speech question 4.1.3 (b) and theme question (4.2.7).  Learners in the sampled scripts performed at an average of 47% in Q 4.1 and 50% in Q 4.2. |

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| (b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. |
| 4.1.2 Learners struggled to discuss both aspects of the setting, they managed to indicate when it happened (time) but could not get the place.  4.1.3 Most learners did not explain why Isabel starts the debate ‘so badly’ but were able to explain why Isabel ‘finish it so strongly’.  4.1.4 (b) Learners struggled to explain the figure of speech, they managed to score 1 mark only as they did not state the reason for Brakwater to be an embarrassment/ embarrassing yard.  4.1.5 Learners struggled to explain Isabel’s state of mind.  4.1.6 Learners poorly answered the irony question, they focused on Thami’s performance in the debate and left out his involvement in the Struggle for Freedom.  4.2.5 Learners struggled to show the difference in the reaction of Thami and Isabel in the given extract. |

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| (c) Provide suggestions for improvement in relation to Teaching and Learning |
| The description of setting must be part of informal activities where learners practise to **describe setting of a** **given extract** (not the whole drama) by focusing on both place and time.  Learners must be given more **figures of speech** activities, for an example, if a metaphor/simile must be explained it is important to highlight the two things that are compared and show/explain what is common between them.  The **‘state of mind’** question (4.1.5) requires learners to focus on what the character feels and explain why he/ she feels that way.  Learners must make time to act the play so that it becomes easy to respond to stage direction question (4.2.2).  Learners must be taught how to respond to the question (4.2.5) which requires the difference **in the reaction** of characters. |

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| (d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc. |
| Learners must take note of instruction, some of them ignore the given instructions especially when referred to specific lines or extract, they give information outside the referred lines/extract.  Identification of tone is also difficult for some learners as they lack vocabulary.  Informal activities should model the examination papers so that learners get used to the questioning style. |

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| **QUESTION 5** |
| (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered? |
| Short stories topped the list of the popular genres. Strong learners managed to score between 30 and 32 marks. Most learners performed at average, but some showed poor performance with scores between 0 and 10 marks.  Learners responded well in character questions (5.1.1, 5.1.8 and 5.2.8), figure of speech question 5.1.2 (b) and theme question (5.2.7).  Most learners did well in question 5.1 than in 5.2 where they performed at an average of 53% in Q 5.1, then 43% in Q 5.2. |

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| (b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. |
| 5.1.6 Learners were unable to state the difference in the attitude of the boy from Port Elizabeth and the speaker, they mainly focused on the fact that the boy is in love while the girl is clever.  5.1.2 (b) Learners struggled to explain the figure of speech, they could not grasp ‘droning sound’.  5.2.1 Learners struggled to describe the setting of the extract, those who scored 1 mark managed to mention the place but failed to indicate the time. Some candidates wrote ‘apartheid’ which is for the entire short story instead of focusing on the extract.  5.2.5. Learners struggled to explain Mr Bamjee’s state of mind. |

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| (c) Provide suggestions for improvement in relation to Teaching and Learning |
| The description of setting must be part of informal activities where learners practice to **describe setting of a** **given extract** (not the entire short story) by focusing on both place and time.  Learners must be given more **figures of speech** activities, for an example, if a metaphor/simile must be explained it is important to highlight the two things that are compared and show/explain what is common between them.  Learners must be taught how to respond to the question (5.1.6) which requires the difference **in the reaction** of characters.  The **‘state of mind’** question (5.2.5) requires learners to focus on what the character feels and explain why he/ she feels that way. |

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| (d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc. |
| Learners tend to ignore the given instructions especially when referred to specific lines or extract, they give information outside such lines.  Some learners respond by giving the negative form of a statement. For an example in question 5.1.3 “Why is the following statement FALSE?”, for learners to score marks they must give the correct information not the negative form of a given statement.  Informal activities should model the examination papers so that learners get used to the questioning style. |

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| **QUESTION 6** |
| (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered? |
| Poetry also topped the list of popular genres. Strong learners managed to score between 33 and 34 marks. Most learners performed at average, but some showed poor performance with scores between 0 and 10 marks.  Learners responded well in the question on the structure of the poem (6.1.1), recall questions (6.1.2 and 6.1.5) theme question (6.2.7).  Candidates in the sampled scripts performed at an average of 55% in Q 6.1, and 51% in Q 6.2. |

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| (b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. |
| 6.1.3 Learners struggled to answer in their own words. Many quoted the words in lines 3-4. Some misread the question and referred to line 5 in their answers.  6.1.4 Learners struggled to explain the figurative meaning of ‘his gold complexion dimmed’.  6.1.6 (b) and 6.2.2 (b) Learners struggled to explain the figures of speech, they could not explain both aspects to earn full marks.  6.2.1 Learners struggled to describe the setting of the poem, those who scored 1 mark managed to mention the place but failed to indicate the time.  6.2.5. Learners struggled to explain the speaker’s state of mind.  6.2.6. Learners could not prove why the given statement is false, some learners wrote ‘it was not easy’. |

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| (c) Provide suggestions for improvement in relation to Teaching and Learning |
| The description of setting must be part of informal activities where learners practice to **describe setting of a** **poem** by focusing on both place and time.  Learners must be given more **figures of speech** activities, for an example, if a metaphor/simile must be explained it is important to highlight the two things that are compared and show/explain what is common between them.  The **‘state of mind’** question (6.2.5) requires learners to focus on what the speaker feels and explain why he/ she feels that way. |

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| (d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc. |
| Learners tend to ignore the given instructions especially when referred to specific lines, they give information outside such lines.  Some learners respond by giving the negative form of a statement. For an example in question 6.2.6 “Why is the following statement FALSE?”, for learners to score marks they must give the correct information not the negative form of a given statement.  Learners must focus more on figurative language in poetry as there are no characters like in the other genres.  Informal activities should model the examination papers so that learners get used to the questioning style. |