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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 FIRST ADDITIONAL LANGUAGE** |
| **PAPER** | **1** |
| **DURATION OF PAPER:** | **2 HOURS** |

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

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| There is an overall decline in performance in 4 out of the 5 questions. The Rasch analysis indicates the following scores: |
| Average: 45,6/80 = 57% |
| Question 1 (Comprehension): 18,3/30 = 61% |
| Question 2 (Summary Skills): 6,7/10 = 67% |
| Question 3 (Analysing an Advertisement): 6,7/10 = 67% |
| Question 4 (Analysing a Cartoon): 5/10 = 50% |
| Question 5 (Language and Editing Skills): 8,9/20 = 45% |

**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(COMPREHENSION)** |
| (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered? |
| The Rasch average for this question was 61%.  This indicates an average performance in the comprehension question, BUT a slight improvement compared to the 60% achieved in 2020. |
| The above graph indicates the performance in sub-questions for Question 1. |

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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. | |
| 1.1.1 | Well answered. |
| 1.1.2 | Well answered. |
| 1.1.3 | Well answered. |
| 1.2.1 | Well answered. |
| 1.2.2 | Well answered despite many quoting instead. |
| 1.3 | Many candidates wrote the quotation out in full instead of explaining what it means. |
| 1.4 | Candidates quoted two consecutive words ‘power generation’ instead of a single word as instructed. |
| 1.5 | Many candidates failed to identify TWO key role players.  Blind quoting was the order of the day. Quotes are not accepted if it does not answer the question. |
| 1.6 | Responses were not specific as it did not answer to the ‘How’.  Most of the responses were quoted. |
| 1.7.1 | Candidates quoted the words ‘a new lease on life’ in their answers. This does not show that they understand why ‘NewLife Plastics’ is a suitable name for the company. |
| 1.7.2 | Candidates forfeited marks because they did not focus on the practicality of using plastic to make benches. |
| 1.8 | Learners found it difficult to answer this question as many associated culture with their tradition. Many referred to ‘Xhosa traditions and beliefs’ in their answers instead of linking it to the text.  Most responses were very generalised. |
| 1.9 | Candidates failed to score full marks with many obtaining zero. |
| 1.10 | Candidates gave answers based on general knowledge instead of linking it to the text. No reference to the text in their answers. |
| 1.11 | The instruction to explain was not adhered to. Candidates gave their understanding of ‘team spirit’ instead of linking it to the visual. |
| 1.12.1 | Candidates gave the definition of the word ‘self-confidence’ with no link to the visual.  Many candidates wrote the word ‘sharp’ or ‘ok’ as an answer. |
| 1.12.2 | Candidates gave the definition of the word ‘creativity’ with no link to the visual. |
| 1.13 | Most candidates did not understand the meaning of the word ‘assertiveness’ resulting in them not being able to see the link between the visual and the word.  Those who did performed well in the question.  Candidates used the word ‘speaker’ instead of megaphone. |
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| (c) Provide suggestions for improvement in relation to Teaching and Learning | |
| * Comprehension tests understanding, so it is important that candidates read the texts more than once before attempting to answer the first question. * Understanding the question before attempting to answer is extremely important. * Candidates answer questions without understanding what is being asked. * Answers must be grounded in the comprehension text. * Emphasise the importance of understanding the following instructions:   ‘Explain’, ‘Discuss’, ‘Identify’, ‘Name’, ‘List’, ‘Describe’, ‘Quote’, ‘How’, ‘Why’.  ‘Give a single word’ means ONE word.  ‘Quote THREE consecutive words’ for example, does not mean more or less than the number of words required, nor does it mean THREE sentences.   * Remind candidates to take mark allocation into consideration when writing their responses. * Candidates should have dictionaries at their disposal in the classrooms. * 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. * 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. * 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’ responses or not. Credit the candidate for his/her ability to express personal opinions.   Pages 28 to 30 in the CAPS Document explicitly defines the skills required for comprehension through reading and viewing. | |

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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. |
| Teach learners to adhere to mark allocation. |
| * 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. * Open-ended questions should not have contradictory substantiations to their stance. * Some candidates quote from the text when they answer open-ended questions. ‘OWN WORDS’ mean 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 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, that is 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.  **Encourage learners to leave lines between answers and to follow the instruction to start each question on a new page.** |
| **QUESTION 2 (Summary)** |
| (a) General comment on the performance of Candidates in the specific question. Was the question well answered or poorly answered? |
| The Rasch average for this question was 67%, compared to the 63% achieved in 2020.  An improvement of 4%. |
| The question was not poorly answered, but there is much room for improvement.  Unfortunately, some candidates concentrated on the purpose of writing an e-mail instead of listing points that respond to the instruction ‘How to write a professional e-mail’.  Many candidates write the first sentence as their first fact instead of reading to find the correct facts.  The text was relevant and easy to understand. There were only 8 distinguishable facts, making it easy to identify.  Many fared well in this question, but more candidates could have scored full marks, if they had not repeated facts or refrained from quoting.  Learners must be commended for improving on using the correct format. Based on learners’ responses it is evident that teachers have emphasized the fact that they should not have a quotation and a facts column. This was a common problem in the past which caused learners to lose marks.  It was encouraging to note that fewer learners used the paragraph format. |
| (b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by Candidates in this question, and any misconceptions. |
| Some candidates performed poorly due to:   * Not following the six clear instructions stipulated in the question paper. * failing to adhere to the number of words required. * failing to cancel drafts of their summaries results in the draft being marked whereas candidates could score more marks for their final summary. * quoting answers instead of rephrasing them. * changing the meaning of facts when attempting to write in their own words. * lack of ability to create structured sentences. * writing multiple facts per line instead of one. * drawing responses from sources other than the provided text, and unclear responses not relating to the provided text. |
| (c) Provide suggestions for improvement in relation to Teaching and Learning. |
| * 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. * While doing this summary candidates were not mindful of the instruction ‘how to write a professional e-mail’ so they included irrelevant facts in their answer. * Candidates should use facts from the text provided. * Candidates must number their points instead of using dashes or bullets.   Remind candidates that quoting all seven facts results in zero marks for language. |
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| (d) Describe any other specific observations relating to responses of Candidates, and comments that are useful to teachers, subject advisors, teacher development etc. |
| Candidates should be encouraged to count and indicate the number of words used at the end of the summary. They should not exceed the number of words required.  Emphasize the importance of following instructions.  The summary is assessed as follows:   * Seven marks for seven correct facts. * Three marks for language awarded according to the number of correct facts.   Language and spelling errors can be indicated, but candidates are not penalized in addition to what is stipulated in the marking guidelines.   * See marking guidelines on how to mark the summary. * It is commendable that compared to 2020, fewer candidates used a column for quotations and one for facts. This shows an improvement in teaching summary skills which resulted in higher marks. |
| **QUESTION 3 (ANALYSING AN ADVERTISEMENT)** |
| (a) General comment on the performance of Candidates in the specific question. Was the question well answered or poorly answered? |
| The Rasch average for this question is 67% compared to 74% achieved in 2020. This indicates a decline of 7%. |
| The above graph indicates the performance in sub-questions for Question 3. |
| * Candidates’ failure to read the advertisement led to misinterpretation and incorrect responses. * They could not link malaria to the fact that it affects tourists who travel to certain destinations. * Candidates assumed that ‘Activo Health’ is a product. |

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| (b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by Candidates in this question, and any misconceptions. | |
| 3.1 | Candidates did not show insight. This question required them to be specific instead of giving a general answer. Some would simply write ‘Everyone’. |
| 3.2 | Most candidates wrote ‘every year’ while they were instructed to give a single word. |
| 3.3 | Most candidates scored full marks or at least one. |
| 3.4 | Instead of following the instruction to quote THREE consecutive words, candidates would quote three sentences or more words than required. |
| 3.5 | Learners could identify the car, but not the boat and aeroplane, while others found the spelling of the words challenging. |
| 3.6 | Candidates misinterpreted the name ‘Activo Health’. To them it was a product that was being advertised.  Instead of writing that the website provides information about malaria they wrote that it gives information about the advertisement or about ‘Activo Health’. |
| 3.7 | Most candidates who answered correctly, only scored one mark. |
| (c)Provide suggestions for improvement in relation to Teaching and Learning. | |
| 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. | |
| (d) Describe any other specific observations relating to responses of Candidates, and comments that are useful to teachers, subject advisors, teacher development etc. | |
| * Candidates should be taught how to derive valid reasons for their answers from the advertisement itself. * Candidates must practice analysis skills from Grade 8 using more basic examples, gradually moving towards more in-depth advertisements. * Candidates should consider visuals when answering questions. * Emotive words are used to convince people to buy a product and should be focussed on when answering questions. * For open-ended questions, it is important that the stance match the substantiation to score marks.   Candidates should be reminded that a stance (Yes\No), with no substantiation (reasons for Yes\No) will result in no marks. | |
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| **QUESTION 4 (ANALYSING A CARTOON)** | |
| (a) General comment on the performance of Candidates in the specific question. Was the question well answered or poorly answered? | |
| The Rasch average for this question was 50%. This indicates a 15% decline from the 65% achieved in 2020. | |
| The above graph indicates the performance in sub-questions for Question 4. | |
| (b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by Candidates in this question, and any misconceptions. | |
| 4.1 | Well answered. |
| 4.2 | Candidates did not seem to know the word ‘barking’ so used the word ‘shouting’ or wrote that the dog was making a noise.  Some spelled the word incorrectly. ‘Bucking’ instead of ‘barking’.  Others opted to write that the dog was making ‘ARF ARF’, ‘YOWW’ and ‘RUF RUF!!’ |
| 4.3 | Challenging question. Candidates refer to the dog instead of Dagwood.  Their contrasts were not clear.  Candidates ignored the instruction to ‘Refer to the visual aspects ONLY’. |
| 4.4.1 | Candidates wrote a question instead of following the instruction to write a statement. |
| 4.4.2 | Incorrect spelling of the word ‘supper’ changed the meaning of the word. Candidates wrote ‘super’, thus forfeiting marks. |
| 4.5 | Lack of understanding evident. Candidates wrote ‘His wife’ as a response. |
| 4.6 | Based on answers given, it was clear that candidates did not understand the meaning of the word ‘humorous’.  Their responses were not linked to what was happening in the cartoon. |

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| (c) Provide suggestions for improvement in relation to Teaching and Learning. |
| Refer to the CAPS Document, page 31 – ‘intensive reading of MUTIMODAL AND VISUAL TEXTS.’  ‘Identify, analyse and evaluate the purpose and message of visual texts created for enjoyment and entertainment’. |
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| (d) Describe any other specific observations relating to responses of Candidates, and comments that are useful to teachers, subject advisors, teacher development etc. |
| * When referring to a specific frame in the cartoon, the answer cannot be derived from a different one – Candidates who do this will not be awarded marks. * Candidates should pay attention to verbal and visual clues within the cartoon. * Candidates must be taught the difference between visual and verbal aspects. * Candidates should read the entire cartoon before answering questions to understand fully. * The answer to the open-ended question should be linked to the cartoon and not generalised. |
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| **QUESTION 5 (LANGUAGE AND EDITING SKILLS)** |
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| (a) General comment on the performance of Candidates in the specific question. Was the question well answered or poorly answered? |
| The Rasch average for this question was 45%. This indicates a decline of 4% from the 49% achieved in 2020. |
| The above graph indicates the performance in sub-questions for Question 5. |
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| (b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by Candidates in this question, and any misconceptions. | | |
| 5.1.1 | Many learners still rewrite the entire sentence without underlining the correct answer, which causes them to lose marks. | |
|  | (a) | Candidates did not apply the spelling rule but put an apostrophe after the letter ‘y’. |
|  | (b) | Candidates failed to identify the omission of the hyphen. |
|  | (c) | Many FAL learners will not identify ‘are’ as an error as it is common for them to use ‘is’ and ‘are’ incorrectly. |
|  | (d) | Candidates could not identify the correct homophone. |
| 5.1.2 | Candidates wrote that it is a famous show instead of writing that it is the name of the show.  Some elaborated on the fact that it is an American Music show. | |
| 5.1.3 | Incorrect use of the apostrophe caused learners to forfeit marks. Many learners still do not know the rules for adding a tag.  As stated previously, candidates should be exposed to more exercises on tag questions.  If a statement is positive, the tag provided should be in the negative.  **EXAMPLE:** Sally is happy, is she not/ isn’t she?  Today’s test was challenging, was it not/wasn’t it?  My grandmother loves flowers, does she not/doesn’t she?  **IMPORTANT:** Remind candidates to use the apostrophe correctly or else they will forfeit marks.  If a statement is negative, the tag provided should be in the positive.  **EXAMPLE:** Sally is not happy, is she?  Today’s test was not challenging, was it?  My grandmother does not love flowers, does she? | |
| 5.1.4 | Parts of speech is still confused with figures of speech. Candidates failed to provide correct answers. | |
| 5.1.5 | Most candidates changed the meaning of the sentence or provided an incorrect answer. | |
| 5.1.6 | Candidates could change the sentence to the negative but failed to change ‘sing’ to ‘sings’. | |
| 5.1.7 | Easy word to change to the plural form but the word ‘seamstressors’ was a common answer. | |
| 5.1.8 | Even though there were three different ways in which the answer could be written, many candidates scored zero. Candidates still lack basic punctuation skills.  Many learners scored full marks in 2020 but this year has shown a decline in marks again.  Changing the verb to the correct tense is a challenge. There is still a lot of carelessness, like not ending the sentence with a full stop or failing to omit inverted commas. As a result, the mark for punctuation is forfeited. | |
| 5.2.1 | Many candidates gave the superlative degree while others just left a blank space.  It appeared as if the term ‘Degrees of Comparison’ was a foreign one to many. | |
| 5.2.2 | Candidates tend to repeat words, which should be left out. Marks are lost because their answers are not grammatically correct. | |
| 5.2.3 | Candidates failed to read the question, so the synonym ‘decrease’ was quite a popular answer. | |
| 5.2.4 | Many learners obtained the mark despite incorrect spelling. | |
| 5.2.5 | Many candidates changed the sentence to the present continuous tense. | |
| (c)Provide suggestions for improvement in relation to Teaching and Learning. | | |
| * Lack of poor language and editing skills, as well as poor spelling is evident in this section. * Teaching basic grammar skills and spelling rules in the classroom is of utmost importance at all levels. * Do not just give learners language exercises and the correct answers. Explain why answers are correct and teach the correct language structures. * Our learners must be assisted to improve on Reported Speech. Active and Passive Voice, Tag Questions, Tenses and Parts of Speech. * Candidates should learn to follow instructions and only write what is required of them by the question. When one-word is required, candidates who write the whole sentence must underline the relevant word to obtain marks. * Candidates should be taught the difference between homonyms, homophones, synonyms, and antonyms and how to use it in a sentence. * Emphasize to candidates that the tense of the introductory verb should serve as a clue for the tense they will use in 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. * Show candidates how the pronoun changes when a sentence is written in the Reported Speech. * Short spelling and punctuation exercises should be done in class as incorrect spelling in certain sections of the question paper could disadvantage the learner. * Instead of giving candidates multiple exercises on language structures, they should be taught the rules of language structures in class from Grade 8. * English teachers should not compromise the use of English when teaching language at school. * Candidates should hear the language from their teachers as candidates may rarely hear it outside the classroom. | | |
| (d) Describe any other specific observations relating to responses of Candidates, and comments that are useful to teachers, subject advisors, teacher development etc. | | |
| Candidates cannot improve their language skills without sufficient education in the classroom.  It is of great concern that little, or no improvement is shown in Language and Editing Skills.  Teachers must teach language skills to candidates to improve learners’ performance in this question.  Challenges experienced by candidates cannot be addressed in Grade 12, because language skills should be emphasized from Grade 8.  Teachers can formulate remedial spelling exercises based on the learner’s written work.  Teacher should have magazines in the classroom to stimulate interest in reading.  Refer to the CAPS document, page 46 to 48, for a list of Language Structures and Conventions. | | |