



EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

Home of Examinations and Assessment, Zone 6, Zwelitsha, 5600
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2023 NSC CHIEF MARKER'S REPORT

SUBJECT	ENGLISH FIRST ADDITIONAL LANGUAGE		
QUESTION PAPER	1		
DURATION OF QUESTION PAPER	2 HOURS		
PROVINCE	EASTERN CAPE		
NAME OF THE INTERNAL MODERATOR	GABISILE MNCONO		
NAME OF THE CHIEF MARKER	SIZWE JABE		
DATES OF MARKING	7 TH DECEMBER 2023 – 21 ST DECEMBER 2023		
HEAD OF EXAMINATION:	MR E MABONA		

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

Candidates did not perform well. The Rasch analysis indicates the following scores:
Average: 48%
Question 1 (Comprehension): 44%
Question 2: (Summary skills): 66%
Question 3: (Analysing an advertisement): 46%
Question 4: (Analysing a cartoon): 47%
Question 5: (Language and editing skills): 47%

SECTION 2: Comment on candidates' performance in individual questions

QUESTION 1																																								
(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 44%.																																								
This indicates a downward performance in the comprehension question. When compared to the 59% in 2022, there has been a decrease of 15%. This decline was noticeable in the learners' responses even during marking.																																								
<table border="1"> <caption>QUESTION 1 - Average % by Sub-question</caption> <thead> <tr> <th>Sub-question</th> <th>Average %</th> </tr> </thead> <tbody> <tr><td>1.1.1</td><td>56%</td></tr> <tr><td>1.1.2</td><td>70%</td></tr> <tr><td>1.2.1</td><td>43%</td></tr> <tr><td>1.2.2</td><td>56%</td></tr> <tr><td>1.3.1</td><td>30%</td></tr> <tr><td>1.3.2</td><td>38%</td></tr> <tr><td>1.4.1</td><td>14%</td></tr> <tr><td>1.4.2</td><td>30%</td></tr> <tr><td>1.5</td><td>46%</td></tr> <tr><td>1.6.1</td><td>33%</td></tr> <tr><td>1.6.2</td><td>44%</td></tr> <tr><td>1.7</td><td>44%</td></tr> <tr><td>1.8</td><td>49%</td></tr> <tr><td>1.9</td><td>27%</td></tr> <tr><td>1.10</td><td>64%</td></tr> <tr><td>1.11</td><td>62%</td></tr> <tr><td>1.12</td><td>79%</td></tr> <tr><td>1.13</td><td>52%</td></tr> <tr><td>TOTAL</td><td>44%</td></tr> </tbody> </table>	Sub-question	Average %	1.1.1	56%	1.1.2	70%	1.2.1	43%	1.2.2	56%	1.3.1	30%	1.3.2	38%	1.4.1	14%	1.4.2	30%	1.5	46%	1.6.1	33%	1.6.2	44%	1.7	44%	1.8	49%	1.9	27%	1.10	64%	1.11	62%	1.12	79%	1.13	52%	TOTAL	44%
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The grid above indicates performance in sub-questions for Question 1.																																								
<p>1.1.1 The question was well answered by most candidates. Candidates don't know the meaning of the word 'consecutive'. They wrote words one below the other. Some even quoted incorrect words. '...quick and inexpensive...' was a popular choice.</p>																																								
<p>1.1.2 This question was well answered.</p>																																								
<p>1.2.1 Most candidates scored 1 mark for this question. They got 'researcher' correct but could not give a valid reason as to why the information is credible. They just quoted from lines 10-11.</p>																																								
<p>1.2.2 This question was well answered by most candidates. 'South Africans love fashion', which was linked to interest, was a popular response.</p>																																								
<p>1.3.1 This question was not well answered. Most candidates failed to understand that the response needed to include the fact that the trend of the frequent release of new clothing is not unique to South Africa, but it is global.</p>																																								
<p>1.3.2 This question was not well answered. The ambiguity in the question led to candidates writing 'globally', instead of 'drastically', being the popular response and so most candidates</p>																																								

could not score marks.
1.4.1 This was a challenging question for most candidates as they were unable to infer. Most quoted from paragraph 4 (lines 21-25), which made their responses incorrect.
1.4.2 The majority of candidates lost marks on this question. The instruction to 'USE YOUR OWN WORDS' was ignored. Some wrote the same responses (quotes) for 1.4.1 and 1.4.2.
1.5 Several candidates quoted sentences from the text, instead of providing their own. Had they paraphrased their responses; they would have scored marks because they were instructed to describe in their own words.
1.6.1 Most candidates did not understand the question. They were required to state how the usual perception that buying natural products is better for the environment is challenged in lines 31-33. Instead of answering the question, candidates just rewrote the lines with no explanation whatsoever.
1.6.2 Most candidates quoted lines 33 – 35 without contextualizing. Those who attempted to use their own words could also not score full marks as they were not able to address the contamination and impact which was required for full marks.
1.7 This question was not well answered. Candidates who are above average confined themselves to the sentence that refers to the manufacturing of a single pair of jeans only and scored 1 mark. Some candidates failed to include the negative impact to the environment in their responses. Even when they had quoted from paragraph 7, they would omit the parts that address the negative impact that purchasing a pair of jeans would cause to the environment.
1.8 Performance in this question is just below 50%. Most candidates gave far-fetched responses that did not relate to the passage.
1.9 This question challenged most candidates. Some candidates could score one mark for addressing one aspect of the title, 'Fast Fashion' and failed to link 'footprints' to the environmental impact. Surprisingly, there were candidates who supported their stances with a quoted sentence (lines 1 -2) from the first paragraph of TEXT A.
1.10 Most candidates were able to score 1 mark for this question at least. They were able to identify the continent as Europe, but most could not get the second mark for the reason. Some candidates provided reasons based on general knowledge instead of referring to the provided visual text.
1.11 Performance in this question was fair. Some candidates could not score the 1 mark because they compared the water usage in North America with other continents.
1.12 This question was well answered.
1.13 Most candidates were able to score 1 mark in this question. Their inability to express themselves fully, made them write vague responses.

(b) 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 questions.

Candidates answer questions without understanding what is being asked. Their answers must be grounded in the comprehension text.

➤ Candidates must be trained to be guided by the mark allocation when responding to questions. They tend to give one fact for two marks. They forfeit marks because they fail to adhere to the number of facts or points required, as guided by the mark allocation.

➤ Candidates should have dictionaries at their disposal in the classroom.

➤ Candidates lack reading skills, which becomes evident when they answer comprehension questions. Candidates should have more reading material like magazines available to them in the classroom.

➤ When marking open-ended questions, teachers should read learners' entire responses 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. Substantiation for open-ended questions cannot be quoted from the passage. This should be done from Grade 10. Learners should be exposed to how the open-ended questions are marked so that they can structure their responses correctly.

➤ 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 candidate's response or not. Credit the candidate for his/her ability to express personal opinions. Pages 28-30 in the CAPS Document explicitly defines the skills required for comprehension through reading and viewing.

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

➤ Comprehension questions must have their responses derived from the text provided. Candidates should note quote, unless instructed to do so.

➤ Even though, candidates are credited for quoting in some questions, 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.

➤ It is expected that a combination response would include both the positive and negative sides. Candidates should not separate the Yes and No stances and expect to get marks. When they write these one below the other, only the first one will be considered.

- 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.
- Consecutive (as in 1.1.1), refers to words which follow one after the other.
- Candidates should follow instructions when asked to provide an exact count of words. For example. "THREE consecutive words" means that a learner cannot have more than three words, which must follow each other.
- Candidates should provide answers using their OWN WORDS instead of quotes in questions which ask for such responses.
- From Grade 8, learners should be exposed to more visual texts in the classroom.
- Educators are advised to make use of Bloom's and Barrett's Taxonomies when setting their tests 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 frequently ask questions and for teachers to emphasizes language skills. However, question papers should not be the only tool used for revision.

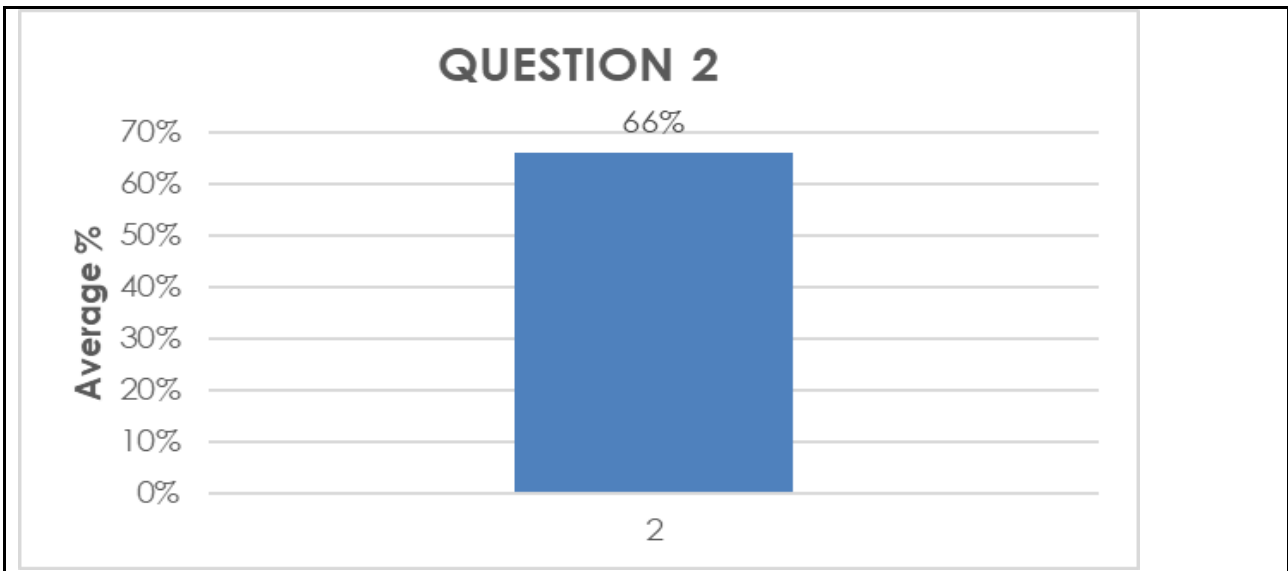
Overreliance on past question papers creates the impression that the next paper will be the same. As a result, candidates may believe that they are prepared for an examination after practicing one or two papers.

- Encourage learners to leave lines between answers and to follow the instruction to start each answer 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 66%, as indicated in the graph below. The percentage achieved for this year (2023), shows a decline of 11% compared to 77% last year. However, compared to other questions, the summary was the best performed.



This summary was interesting and relevant. It dealt with the benefits of a product candidates are familiar with, Vaseline.

It is unfortunate that learners' failure to read caused them to lose marks.

There were only 9 distinguishable facts, making it easy to identify.

Many fared well in this question, but more candidates could have scored full marks, if they did not repeat facts or wrote multiple facts per line.

Learners must be commended for improving on using the correct format.

Based on the candidates' responses, it was evident that teachers 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 and/or exceeded the number of required words.

Candidates must be reminded to cancel their rough drafts.

Many candidates managed to score more than 5 out of 10 (50%) at least.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners 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.
 - Choosing irrelevant facts.
 - 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 “benefits of using Vaseline”. They gave instructions on how to use Vaseline. However, they were credited for this.
- Candidates must number their points instead of using dashes or bullets.
- All facts must be taken from the text provided.
- Facts based on general knowledge should not be included.
- Educators are encouraged not to train candidates to write a summary in the two-column form.
- In addition, educators must expose candidates to previous question papers and exemplars to ensure that the candidates are aware of what is required from them when responding to summary question.
- Remind candidates that quoting all seven facts results in zero marks for language.

(d) Describe any other specific observations relating to responses of learners 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 their summary. They should not exceed the number of words required.

Emphasise the importance of following instructions to the learners.

The summary is assessed as follows:

- 7 marks for 7 correct facts
- 3 marks for language – awarded according to the number of correct facts.

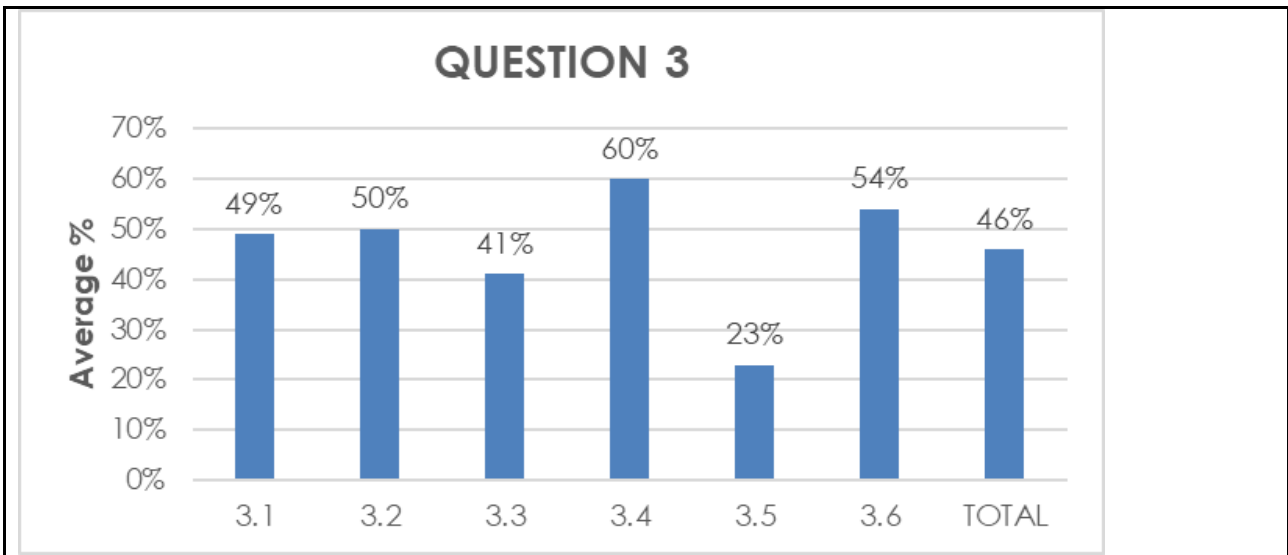
Language and spelling errors can be indicated, but candidates are not penalised in addition to what is stipulated in the marking guidelines.

- See Marking Guidelines on how to mark the summary.
- It is commendable that fewer candidates used a column for a quotation and one for facts. This shows an improvement in teaching summary skills.

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 was 46%. The percentage achieved for this year (2023), shows a decrease of 2% compared to the 48% achieved last year.



The graph above indicates performance in Question 3.

(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	From the marked scripts, performance in this question is just below 50%. Most candidates scored marks for bold/big/capital. None of the other expected responses were popular. Some candidates also included the picture of the animal in their responses, which is incorrect.
3.2	Based on the marked scripts, performance in this question is around 50%. Most candidates made incorrect choices which indicates that they do not know the function of an apostrophe.
3.3	Less than 50% of the marked candidates were able to score marks on this question. Candidates don't seem to understand what a root word is. Some just explained how they would go about reporting the fire.
3.4	Most candidates scored 1 mark for this question, for mentioning the fact that the numbers are there for people to call. Very few included the other options.
3.5	This question was not well performed. Candidates are not familiar with the term 'logo'. They also thought that the included logos belong to organisations that fight fires. Responses such as, 'One can call the companies to report veld fires', were popular
3.6	Most candidates were able to score 1 mark at least. Most had not understood the entire advertisement as it raises awareness, something they are not used to in an examination. This resulted to incorrect analysis and therefore incorrect opinions about the inclusion of the animal.

(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”.

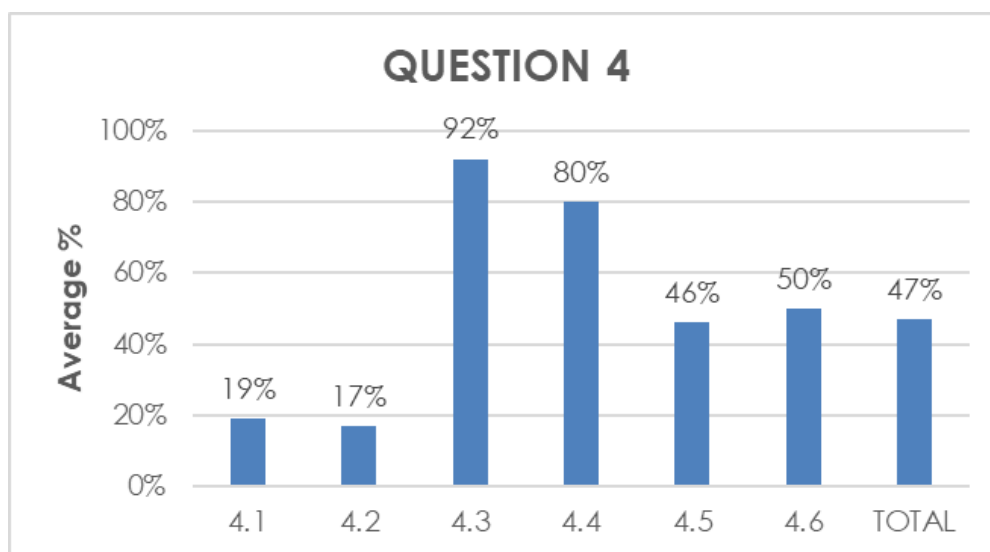
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

- Candidates should be taught how to derive valid reasons for their answers from the advertisement itself.
- Candidates must practise analysis skills from Grade 8 using more basic examples, gradually moving towards more in-depth advertisements.
- Educators should expose learners to all types of advertisements, such as those that advertise products, brands, a service, raise awareness or campaign.
- This year's advertisement seemed unfamiliar to candidates as it was not selling a product, but rather raising an awareness or was a campaign for people to report and prevent veld fires.
- Overreliance on past papers may have led to certain expectations. Questions on target audience, slogan etc. were not included.
- Learners should be exposed to all types of advertisements from other media. This way they can acquire skills for the analysis of advertisements independently.
- Candidates should consider visuals when answering questions.
- All answers must be linked to the advertisement and not based on general knowledge.
- For open-ended questions, it is important that the stance matches 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.

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?

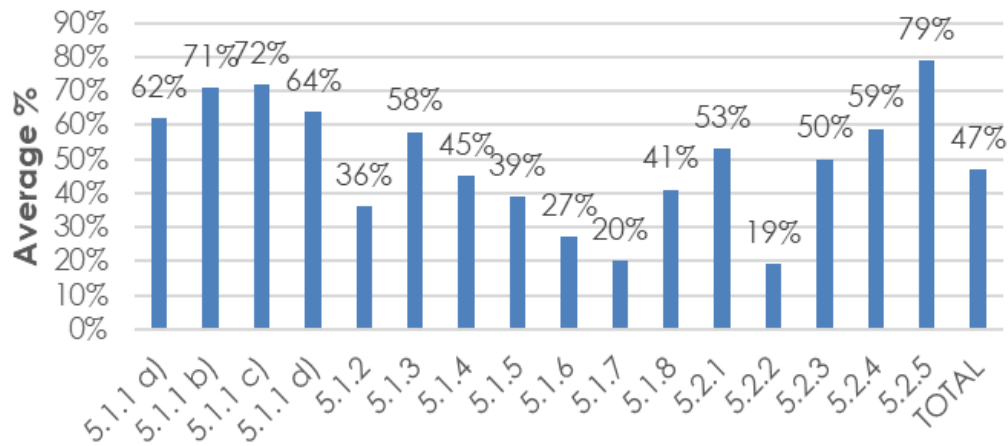
The Rasch average for this question was 47%. The percentage achieved for this year (2023), shows a decrease of 21% compared to the 68% achieved last year.



The graph above indicates performance in Question 4.

(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	Candidates performed poorly in this question. Most candidates, in an attempt to 'STATE TWO POINTS', focused on one character only in the first sentence, either Jon or Garfield, as a result they lost marks. Some made a list with two sentences for each character.
4.2	This question was poorly answered. Candidates wrote incomplete responses. They wrote the visual clues but were not able to explain what happens because of what Garfield does.
4.3	This question was well answered.
4.4	This question was well answered.
4.5	Performance in this question is just below 50%. Candidates do not seem to know homonyms. Words such as threw, true and throughout were written and used in sentences.
4.6	Most candidates scored just 1 mark for responses that were not well substantiated.
(c) Provide suggestions for improvement in relation to Teaching and Learning.	
Refer to the CAPS Document, page 31 – "Intensive reading of the MULTIMODAL AND VISUAL TEXTS" "Identify, analyse and evaluate the purpose and message of visual texts created for enjoyment and entertainment".	
(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"> ➤ 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. ➤ Candidates should pay attention to verbal and visual clues with 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. ➤ Teachers should teach learners how to respond to questions that require them to compare two things or people. This is where the word 'contrast' comes in. Learners should be familiar with how these questions are marked as well (2 marks or 0), as well as the fact that the comparison, difference, or contrast must be clear on both sides. A contrast cannot be one-sided. 	
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?	
The Rasch average for this question was 47%. The percentage achieved for this year (2023), shows a decrease of 9% compared to the 56% achieved last year.	

QUESTION 5



The graph above indicates performance in Question 5.

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

5.1.1	(a)	Well answered.
	(b)	Well answered.
	(c)	Well answered.
	(d)	Well answered.
5.1.2	Most candidates did not do well in this question as they wrote, 'Aren't they?', instead of 'Don't they?'.	
5.1.3	This question was well answered.	
5.1.4	Most candidates could not score full marks on this question. Candidates lost marks for failing to change the past tense in the word, 'turned', to the past perfect tense, 'had turned'. Sentences were also not punctuated correctly.	
5.1.5	Some candidates did not perform well in this question as they could not provide the correct synonym, but just tried to change the spelling of the word, rescues.	
5.1.6	This question was poorly answered. Candidates did not seem to know homophones. Incorrect words were used in sentences. Some candidates confused 'aloud' with loud or loudly.	
5.1.7	This question was poorly answered. Most candidates do not seem familiar with changing the passive voice to the active voice, as a result, they rewrote the sentence in the passive voice.	
5.1.8	Performance in this question was just above 40%. Candidates could not identify the correct parts of speech. Those who wrote the wrong type of noun could not score marks.	
5.2.1	Most candidates performed well in this question. However, there were those who changed the subject to 'Sibling' which dictated a change in the verb for correct concord.	

5.2.2.	This question was poorly answered. Several errors were made. Some candidates omitted the full stop after the first part, others did not change the pronoun in the second part and others were unable to use the correct concord.
5.2.3	Performance in this question was fair. Even though some candidates scored 1 mark, there were those who rewrote the sentence with an incorrect comparative adjective.
5.2.4	Most candidates were able to score marks on this question. Some just wrote 'insignificant'.
5.2.5	This question was well answered.
(c) Provide suggestions for improvement in relation to Teaching and Learning	
Encourage learners to read over their work to rectify their own spelling errors and ensure that they have not left out important words in sentences.	
<ul style="list-style-type: none"> ➤ Do not just give candidates language exercises and the correct answers. Explain why answers are incorrect and teach the correct language structures. ➤ Our candidates must be assisted to improve on Reported Speech, Active and Passive Voice, Tag Questions, Tenses and Parts of Speech. ➤ Teach correct punctuation for Reported Speech. ➤ Teach candidates the correct spelling of the different parts of speech. ➤ Teach candidates the correct use of the apostrophe. ➤ 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 obtain marks. ➤ Candidates should be taught the difference between homonyms, homophones, synonyms, and antonyms and how to use them in sentences. ➤ Emphasise 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. Changes in tense within the sentence should also be done correctly. Most candidates could not score full marks for 5.1.4 because they could not change 'turned' to the past perfect tense...'had turned'. ➤ 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 learners multiple exercises on language structures, they should be taught the rules of the language structures in class from Grade 8. ➤ 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. 	
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.	

Candidates cannot improve their language skills without proper teaching in the classroom. Teachers must teach language skills to candidates to improve learners' performance in this question.

Challenges experienced by candidates cannot be addressed in Grade 12. Language skills should be emphasised from Grade 8.

Teachers can formulate remedial spelling exercises based on the learners' written work.

Teachers should have magazines in the classroom to stimulate learners' interest in reading.

Refer to the CAPS Document, pages 46 to 48, for a list of Language Structures and Conventions.