



EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

Home of Examinations and Assessment, Zone 6, Zwelitsha, 5600
REPUBLIC OF SOUTH AFRICA, Website: www.ecdoe.gov.za

2023 NSC CHIEF MARKER'S REPORT

SUBJECT	ENGLISH FAL		
QUESTION PAPER		2	
DURATION OF QUESTION PAPER	2 HOURS	30 MINUTES	
PROVINCE	EASTERN CAPE		
DATES OF MARKING	04-18 DECEMBER 2023		

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

Most learners adhered to instructions and answered the required two questions. Question 4-drama, *My Children! My Africa!* remained the most popular genre followed by short stories and poetry. Some learners answered the drama (Macbeth) and novels (Strange case of Dr Jekyll and Mr Hyde and Cry the Beloved Country). In 2023 learner performance did not show any improvement when comparing to the 2023 cohort. Some top achievers were able to obtain between 60 and 66 marks, they responded well in the mix and match of columns (characterisation), theme questions, figures of speech and open-ended questions.

Learners who performed below average had difficulty in responding to the question that required the description of setting for 2 marks (1.2.1, 2.1.2, 3.1.2, 4.2.1, 5.1.2 and 6.2.1). They responded poorly to the question that required them to explain the state of mind of a specific character for 2 marks (1.2.5, 2.1.5, 3.2.3, 4.2.5, 5.1.3 and 6.2.2 (a)).

On an overall, the paper was fair enough to learners who were fully prepared for the examinations.

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?

Learners fairly performed in this question with an average of 39% in Q 1.1 and 45% in Q 1.2. The novel *Cry, the Beloved Country* was answered by a few learners when compared to other books. Most learners responded well in the character question 1.1.1, figures of speech question 1.1.3 (a) and theme question (1.2.6). The majority struggled to respond well to other questions. The highest score recorded was 28 marks and the lowest 05 marks.

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

Some learners could not show understanding of the text as their responses were generalised.

1.1.3 (b) Learners struggled to explain the relevance of the figure of speech, they failed to contextualise when explaining. They only highlighted two things that were compared.

1.1.4. Learners could not explain the irony in John Kumalo's argument, they only focused on John's character (being the voice of blacks).

1.1.5 Learners could not supply reasons for John Kumalo's absence from church.

1.1.7(a) and 1.1.7 (b) Learners wrote "high", "low" instead of correctly identifying the correct/specific tone.

1.1.8 Learners were unable to answer correctly, they could not state John's circumstances which influenced his actions.

1.2.5 Learners struggled to identify Stephen Kumalo's state of mind, they focused more on what James did for the community instead of putting into context what the bishop came to discuss with Stephen.

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

Learners must be encouraged to read the whole text. They should focus on all characters and each chapter should be analyzed in class. More attention must be given to the vocabulary used to describe tone, state of mind question which requires learners to focus on how the character feels and explain why he/ she feels that way. Explaining the relevance of figures of speech must be taught using some examples from the past papers to enhance learners' knowledge.

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

Learners who performed poorly seemed to have limited knowledge of the text. They struggled to provide basic information like explaining how 'teaching the people of Ndotsheni about farming will benefit them' (Q 1.2.2 (b)). Some learners could not even discuss the suitability of the title within the context of the novel, most generalized responses merely focused on the high crime rate, unemployment, and corruption in South Africa today. The expectation is that when the novel is taught in class the title and its significance should be discussed as part of analysis. Classroom activities should be structured to address aspects like tone, state of mind and figures of speech.

QUESTION 2

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Learners in the sampled scripts performed at an average of 73% in Q 2.1 and 60% in Q 2.2. Some of the questions in which learners scored marks include the following questions: 2.1.1, 2.1.3 (b), 2.1.6, 2.1.7, 2.2.1, 2.2.2 (a) and 2.2.7. Most learners could show their in-depth knowledge of the novel when answering the setting question 2.1.2, tone of voice in 2.1.3 (a), and theme of friendship in 2.2.7. Learners were able to show how Dr Jekyll is morally responsible for Mr Hyde's actions in 2.2.8 even though some could not score full marks. The highest score recorded in the sampled scripts was 31 marks and 08 marks (lowest).

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

2.1.5 Learners struggled with 'state of mind' question, they failed to attach an emotion/feeling, yet they were able to explain how the handwriting implicates Dr Jekyll to a murder case.

2.2.2 (b) Learners struggled to score full marks because they could not explain the relevance of the figure of speech.

Some learners could not show understanding of 'humorous' in Q 2.2.3, they only focused on Dr Jekyll's evil deeds or deceptive character.

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

More attention should be given in building the vocabulary related to describing tone, state of mind and how relevance in figures of speech is explained. Past papers' examples could be used to enhance learners' knowledge and understanding of tone, state of mind and figures of speech. The context of an extract is key when responding to tone, state of mind, character traits and figures of speech questions.

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

In question 2.2.7 a few learners confused loyalty with friendship; their discussions were more

on the loyalty of characters instead of friendship. Some learners showed little understanding of 'morally' and they focused on Hyde's actions without mentioning Dr Jekyll's moral obligation in question 2.2.8.

Classroom activities should be structured to address aspects like tone, state of mind, figures of speech and key vocabulary used in questions.

QUESTION 3

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

In the sampled scripts learners performed at an average of 58% in Q 3.1 and 60% in Q 3.2. Some of the questions in which learners scored marks include the following questions: 3.1.1, 3.1.3 (a), 3.1.4 (a), 3.1.5, 3.1.7, 3.2.2(a), 3.2.5, 3.2.6, 3.2.7 and 3.2.8. Learners showed understanding of the drama as they responded well to irony (3.1.5), theme (3.2.7) and open-ended questions (3.1.7 and 3.2.8).

In the sampled scripts the highest score recorded was 33 marks and the lowest 04 marks.

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

3.1.3 (b) Learners struggled to motivate the response given in 3.1.3 (a) due to lack of vocabulary.

3.1.4 (b) They struggled to explain the relevance of the figure of speech, their focus was more on Macbeth's love for his wife leaving out the 'spurred horse'.

3.2.1 Some learners could not score full marks as they failed to provide 2 facts when talking about Macbeth's 'slaughterous thoughts'.

3.2.2 (b) Learners could not give relevant actions to show understanding of the context when Seyton shares the sad news of Lady Macbeth's passing.

3.2.3 Some struggled to explain Macbeth's state of mind because the context of lines 11-12 was misinterpreted.

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

More attention should be given in building the vocabulary related to describing tone and state of mind. Relevance in explaining figures of speech should be part of the informal activities for learners. Past papers' examples could be used to enhance learners' knowledge and understanding of tone, state of mind and figures of speech.

For stage directions learners must not give any actions, understanding of the context is important when responding to such questions.

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

In question 3.1.6 some learners struggled to identify (dominant) character traits of Duncan; their focus was more on what they know as readers (Duncan was going to be killed at

Macbeth's castle). They mentioned that Duncan is 'too trusting' which at that point in the play was not relevant because he had no reason not to trust Macbeth (his cousin) who fought bravely during the battle. Classroom activities should focus more on questions which address 'state of mind', 'tone', interpreting lines/vocabulary from the text and 'relevance' in figures of speech.

QUESTION 4

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Learners in the sampled scripts performed at an average of 69% in Q 4.1 and 49% in Q 4.2. Even in 2023 the drama- My Children! My Africa! seemed to be the most popular book with a recorded score of 34 marks (highest) and the lowest 4 marks. Most learners scored most marks in the following questions: 4.1.1, 4.1.4, 4.1.5, 4.1.7, 4.2.4(a) and (b), 4.2.4 and 4.2.7. The learners seemed to have been thoroughly prepared for this drama, even in the open-ended questions they could discuss fully. The stage direction question 4.2.4(b) was beautifully answered; many learners showed understanding of the context in the extract and credit also goes to their teachers as well.

(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 poorly responded, they could not infer/ make a link between the novelists and the literature quiz competition.

4.1.6 Some learners struggled to identify the character trait but were able to provide the required substantiation.

4.2.2 (b) Learners struggled to explain the relevance in the figure of speech, they could not link Mr M's sadness to their explanations.

4.2.6 Some learners could not provide factually supported responses; their discussions were too general and just highlighted 'racial injustice' without any points from the book.

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

Explaining the relevance of figures of speech should form part of the informal activities for learners. Past papers' examples could be used to enhance learners' knowledge and understanding of how to respond to character trait, relevance of figures of speech and anchoring of themes to the drama.

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

4.2.4 (b) Even though most learners responded well to stage directions, a few learners still responded by saying 'Mr M should run away' instead of focusing on what Thami should do.

4.2.1 Some learners still focused on the general setting of the drama (apartheid era) when describing the time in which the extract is set. There were some who responded by saying

the extract is set 'during the day' / 'morning at 08h00'.

Learners should be encouraged to focus on the latest event/incident instead of providing the time of the day. The use of past papers as a reference when developing classroom activities is also key in developing learners' competency.

QUESTION 5

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Learners in the sampled scripts performed at an average of 59% in Q 5.1 and 42% in Q 5.2. In 2023 short stories were still among the popular genres. The recorded score was 33 marks (highest) and the lowest 3 marks.

Most learners took advantage of questions 5.1.1, 5.1.4 (a) 5.1.5, 5.1.6, 5.2.3, 5.2.5 and 5.2.9 and provided acceptable responses to earn marks.

Most learners seemed to be more comfortable with the short story, *Rejection* than *Eveline*.

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

5.1.2 Some learners responded by saying the extract is set 'On a Sunday morning' / 'during the day' instead of referring to the event (Modou's second marriage).

5.1.4 (b) Learners struggled to explain the relevance of the figure of speech as they could not include the reason for the narrator's cry.

5.2.1 They could not identify Eveline's dominant character traits as revealed in the extract. Some failed to consider the context of the extract.

5.2.2. Learners could not explain the irony because they did not keep to the specific line reference.

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

The choice of short stories assessed (**new list**) seemed to have been well received by many candidates with a few that displayed little or no understanding at all.

Learners must make time to read all short stories so as to be able distinguish characters and understand themes in each short story. Analysis of short stories should focus on vocabulary development, setting, figures of speech, tone, state of mind and irony (where applicable).

The use of past papers as a reference when developing classroom activities is also key in developing learners' competency.

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

Some learners in question 5.2.7 could not explain why Eveline's father forbids her to see Frank, incorrect responses like 'Frank is a foreigner' were given.

In question 5.2.8 learners confused characters 'Harry and Ernest' they could not tell who is alive and who is dead.

Teachers should encourage learners to make notes specifically highlighting facts and traits about each character in the short story.

QUESTION 6

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Learners in the sample of 100 scripts performed at an average of 54% in Q 6.1 and 48% in Q 6.2. The choice of poems assessed (**new list**) seemed to have been favorable to most learners, with a few that displayed little or no understanding at all.

The recorded score was 33 marks (highest) and the lowest 02 marks. The top performing learners showed understanding of both poems. Learners responded well to the following questions: 6.1.1, 6.1.2, 6.1.4, 6.1.5 (a), 6.2.2 (b) and (c).

(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(a) and (b) Some learners struggled to identify the tone and explain its use, they seemed to have limited vocabulary.

6.1.5 (b) Learners struggled to explain for full marks why the figure of speech is relevant. Some just focused on sleeping temporarily while leaving out permanent sleep (death).

6.1.6 Learners minimally anchored their responses to the poem in support of the theme of aging.

6.1.7 Learners who opted to agree with the statement that 'Sonnet 73 is a love poem' struggled to provide sufficient evidence to support their views.

6.2.1. Learners still struggled to describe the time and place where the poem is set, some responded by saying 'in the morning' instead of when the speaker decides that he will go to Innisfree.

6.2.2(a) Learners struggled with state of mind question, some could get the feeling/emotion attached yet failed to substantiate.

6.2.3 Learners struggled to achieve full marks as they were not able to include the comparison of 'rush in the city' to the peace he will have in Innisfree.

6.2.4 Learners struggled to explain why the figure of speech is relevant, they could only write 'morning is compared to a veil'.

6.2.7 Most learners answered vaguely, and they could not link their responses to the poem. Some even mentioned that the 'speaker would suffer from depression when alone'.

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

With the new list of poems prescribed from 2023, teachers must assist learners to analyze the poem by looking at the structure of the poem, vocabulary, figures of speech, theme/s, etc.

The use of past papers as a reference when developing classroom activities will assist in developing learners' competency.

Learners should be encouraged to follow the given instructions like in Q 6.2.2 (c) 'Using your OWN words ...

(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 generalize when they can relate to a question like theme of 'aging'. They should use the text to strengthen their arguments.

Figurative language and/or imagery must be taught in poetry because unlike with other genres learners cannot score marks on character questions. Teachers should encourage learners to clearly indicate the stance they are taking when discussing their views and support with facts from the text (poem).