EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE
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2018 NSC CHIEF MARKER'S REPORT

SUBJECT:	**English FAL**
PAPER:	**2**
DURATION OF PAPER:	**2 HRS**
DATES OF MARKING:	**30 November – 13 December 2018**

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

This year the most popular questions were Question 5 (*Short Stories)* and Question 6 (*Poetry*), followed by 3 and 4 (drama-Macbeth and My Children! My Africa) with question 2 (Strange Case of Dr Jekyll…) gaining more popularity than last year. Question 1 (*Cry, the Beloved Country*) was the least popular question.

It is also true, however, that in too many centres, candidates were only able to achieve Level 1. The paper fairly verified the candidates' ability to interpret questions accurately and to answer logically. Responses to aspects such as irony, tone, appropriateness of the figures of speech were inadequately addressed. The theme and open-ended questions at the most centres were answered poorly.

As stated in paragraph 1, in the marked scripts candidates mainly answered questions 2, 3, 4, 5 and 6. Few candidates responded to Question 1. Overall performance ranges from poor to moderate in most centres, with a few candidates / centres that displayed excellent performance.

In the questions (1.2.5, 2.2.4, 3.2.5, 4.2.3 and 5.2.4) that required candidates to explain the 'irony', few candidates got it right, apparently it looked to be a tall order for many. Theme questions (Q1.1.6-power, Q2.2.6-violence, Q3.1.6-fate versus free will, Q4.2.7-generation clash, Q5.1.7-insecurity and Q6.2.6-perseverance) were indeed challenging questions. Candidates failed to anchor their responses to the text. They generalised a lot leaving out relevant facts.

Open-ended questions (1.1.7, 1.2.8, 2.1.8, 2.2.7, 3.1.7, 3.2.8, 4.1.8, 4.2.8, 5.1.8, 5.2.7, 6.1.7 and 6.2.7) expected candidates to discuss opinions, but they failed to discuss convincingly for full marks. Only a few candidates scored full marks in those questions.
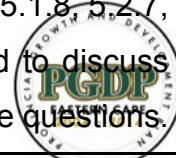
SECTION 2: Comment on candidates' performance in individual questions

(It is expected that a comment will be provided for _each question_).

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Not many candidates answered this question because many schools did not get this novel but got the other one, Strange Case of Dr Jekyll. In as far as answering the question, there was variance in terms of performance of learners. Learners scored very reasonable marks in these questions: 1.1.1, 1.1.3, 1.2.3 (a) and (b) 1.2.6, etc. However, there was noticeable decline in performance in the following questions 1.1.4, 1.1.5, 1.1.6, 1,2,5, 1.2.7 (b) and 1.2.8.

(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
In Q 1.1.4 candidates could not master the identification of tone, they were unable to supply a one-word answer. This was probably due to a lack of vocabulary. Similarly, themes, irony and explanation on the appropriateness of figures of speech questions continue to pose difficulties to many candidates. Candidates seemed not to have a clear technique on how to answer these questions. They knew the themes but could not discuss them further than their identification. Irony questions were problematic throughout the question paper since many candidates failed to score sufficient points. In Q 1.1.5 candidates failed to identify character traits in relation to the crime investigation. They gave general traits of the Absalom and Matthew.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Teachers need to pay attention to symbolism and figures of speech when teaching literature. They also need to provide sample questions to be used as informal / developmental work when teaching tone, irony, and theme questions. Past papers / study guides could be of great assistance if used together with the original texts / books.
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Subject advisors need to assist teachers with any materials that could help in the teaching of a novel. Organised Cluster meetings could also be used for team planning / teaching wherein experienced teachers could share information. Literature workshops should focus more on '_how to teach'_ strategies, setting of literature tasks and materials development.

QUESTION 2

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

This was one of the favourable questions in the paper as it was answered by many candidates. And indeed, most candidates fared well in this question. Initially there was a misconception that the book was difficult. But it is clear that as soon as teachers read it, it captured their interest and found it easy to teach. Most questions were accessible to candidates. Questions such as 2.1.1, 2.1.2, 2.1.4, 2.1.6 were such a simple catch for learners.

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

The following questions were poorly answered: 2.1.5, 2.1.3, 2.2.2 (b)and 2.2.4. Reasons here vary from a lack of vocabulary by candidates, rephrasing questions as answers and ignoring the basic requirements of the questions. In Q 2.1.5 candidates failed to identify character traits in relation to the murder of Sir Carew. They gave general traits of Mr Hyde and Carew.

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

Teachers need to pay attention to symbolism and figures of speech when teaching literature. They also need to provide sample questions to be used as informal / developmental work when teaching tone, irony, and theme questions. Past papers / study guides could be of great assistance if used together with the original texts / books.

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

Subject advisors need to assist teachers with available materials that could help in the teaching of a novel. Organised Cluster meetings could also be used for team planning / teaching wherein experienced teachers could share information. Literature workshops need to focus more on '*how to teach'* strategies, setting of literature tasks and materials development.

QUESTION 3

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

This was another fairly answered question. Most candidates that answered this question did extremely well. The questions were balanced and extracts that were included were familiar to candidates. The close procedure question was well answered as candidates showed full knowledge of the characters and the witches' prophecies. That could mean learners understood the story very well and most probably were well taught by their teachers. Questions on the figures of speech

(3.1.4) and identification of tone (3.2.4) were easily answered by candidates.

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

There were some questions that seemed to be too demanding to candidates. For instance, Q 3.1.6 refers to a popular theme in the drama, that of *fate vs freewill*. Yet some candidates could not develop it sufficiently to accumulate all 3 marks allocated. Another question that perpetually haunted candidates is that of stage directions (Q 3.1.2.) Candidates struggled to interpret actions of the Lady Macbeth in the given scene. Irony question (Q 3.2.5) was challenging to candidates. The fact that a candidate could score all or nothing in such questions contributed to loss of marks. Candidates failed to state both parts of an irony, i.e. that while Macbeth thought that he could not be defeated by anyone born of woman, Macduff had an edge over him due to a technicality around his birth and he ultimately killed Macbeth.

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

Teachers need to provide sample questions to be used as informal / developmental work when teaching tone, irony, figures of speech and theme. Past papers / study guides could be of great assistance if used together with the original texts / books. Some scenes could be dramatised in class so that candidates could relate to actions of actors, thereby enhancing their knowledge of drama.

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

Subject advisors should assist teachers with any materials that could help in teaching Macbeth. Organised Cluster meetings could be used for team planning / teaching wherein experienced teachers would share information. Literature workshops organised need to focus more on '*how to teach*' strategies, setting of literature tasks and materials development.

QUESTION 4

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

The book *My Children My Africa* ranks high among the popular ones in the Province. Candidates showed a good understanding of the drama in general. However, there were very tricky questions that proved to be a handful to candidates. Among well answered questions were Q 4.1.1, 4.1.5, 4.1.7 and 4.2.1. Even the theme question (Q 4.2.7) which is usually a problematic one in most cases was answered fairly well by candidates because they could relate with the theme of generational clash.

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

Among the poorly answered questions are the following: Q 4.1.2, Candidates' interpretation showed a lack of understanding of the term "*Ozymandiases*" which was key in this question. It was either not clear or a completely unfamiliar term to candidates. In Q 4.1.4 candidates simply answered 'black people' instead of "black people who fought for freedom". This arises out of a common misconception that all black people fought for freedom. Q 4.1.6 was a difficult one, the problem was with the way the statement is written in the text. Had there been a different punctuation mark, i.e. a question mark at the end of the statement it would have been easy to interpret the statement by Mr M on the colour of his skin. Q 4.2.2, proved to be yet another tricky one to candidates, they could not interpret Thami's actions. Q 4.2.3 was not well answered, candidates could not bring the contrasting elements from Thami's decision to 'run' to the North. In Q 4.2.8 many candidates felt Isabel was a symbol of hope, yet they could not provide evidence to support their stance.

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

Teachers need to provide sample questions to be used as informal / developmental work when teaching tone, irony, figures of speech and theme. Past papers / study guides could be of great assistance if used together with the original texts / books. Some scenes could be dramatised in class so that candidates could relate to actions of actors, thereby enhancing their knowledge of drama.

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

Subject advisors should assist teachers with any materials that could help in teaching My Children! My Africa! Organised Cluster meetings could be used for team planning / teaching wherein experienced teachers would share information. Literature workshops organised need to focus more on '*how to teach*' strategies, setting of literature tasks and materials development.

QUESTION 5

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

Short Stories are the most popular genre in our schools. In the cloze procedure, there was a faulty question, Q 5.1.1 (d) which had a misspelt name of a character. That left the question with no correct answer, as a result conversion of marks had to be done. Candidates that scored 1 mark in the question were hugely disadvantaged in that process as the conversion did not benefit them. In general candidates did fairly well in the question. Yet they could have done even better had they read questions carefully and provided appropriate and well thought answers.

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

The following Questions 5.1.7, 5.1.8 and 5.2.7, which were open-ended ones were poorly answered by candidates. The main cause here could be the inability by candidates to pin or ground responses to the text. Most candidates answered from general perspective. In question 5.1.6 that dealt with character trait candidates were able to identify such a trait but fell short in explaining it or grounding it to the given extract or sentence. That cost them a mark less from the total mark of the question. Another poorly answered question was 5.2.2 wherein candidates focused more on Paddy's newly acquired job instead of the specific task he was required to do.

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

Teachers need to provide sample questions to be used as informal / developmental work when teaching tone, irony, figures of speech and theme. Past papers / study guides could be of great assistance if used together with the original texts / books. Some scenes could be dramatised in class so that candidates could relate to actions of actors, thereby enhancing their knowledge of drama.

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

Subject advisors should assist teachers with any materials that could help in teaching Short Stories. Organised Cluster meetings could be used for team planning / teaching wherein experienced teachers would share information. Literature workshops organised need to focus more on '*how to teach*' strategies, setting of literature tasks and materials development.

QUESTION 6

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

As stated in **Question 5**, Poetry and Short Stories are the most popular genres. One reason that comes to mind could be that they are easily available and could be easily photocopied when original texts go missing. However, Poetry requires a great deal of accuracy and precision when answering. Both poems set were beautiful classic ones and surely teachers' favourites. They should have been well taught in schools. While learners performed fairly well in both poems, there were some questions that challenged learners to a larger extent. Q 6.1.1 which is a close procedure was well answered except for 6.1.1(d) which seemed to be an unfamiliar term to candidates of First Additional Language status.

(b)	**Why the question was poorly answered? Also provide specific examples, indicate common**

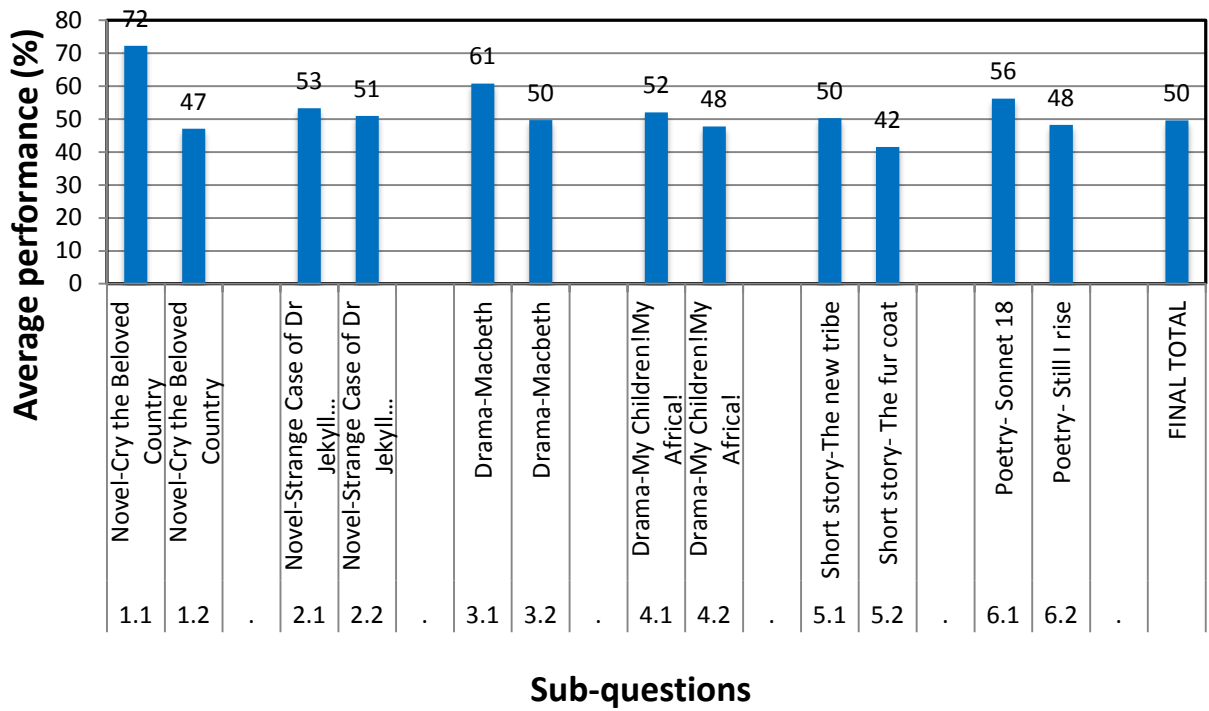| |
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| **errors committed by learners in this question, and any misconceptions.** |
| In most instances candidates quoted directly from the poem, as in Q 6.1.2 instead of using their own words. In open ended questions (Q 6.1.7) candidates failed to substantiate their arguments with facts taken from the text. In Q 6.1.4 (b) candidates did not mention "falsely boasts" in their answers, they simply referred to "Death brags" which could be a direct quote from the poem. In Q 6.2.3 candidates focused on the on moons, tides and tides as natural elements, leaving out their uncontrollable nature which was key idea in the question. |
| **(c) Provide suggestions for improvement in relation to Teaching and Learning** |
| Teachers need to provide sample questions to be used as informal / developmental work when teaching tone, irony, figures of speech and theme. Past papers / study guides could be of great assistance if used together with the original texts / books. |
| **(d)   Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.** |
| Subject advisors should assist teachers with any materials that could help in teaching poetry. Organised Cluster meetings could be used for team planning / teaching wherein experienced teachers would share information. Literature workshops organised need to focus more on '*how to teach*' strategies, setting of literature tasks and materials development. |

Average Performance per sub-question in English FAL- Paper 2

	1.1	1.2	.	2.1	2.2	.	3.1	3.2	.	4.1	4.2	.	5.1	5.2	.	6.1	6.2	.
Sub-questions	Novel-Cry the Beloved Country	Novel-Cry the Beloved Country		Novel-Strange Case of Dr Jekyll...	Novel-Strange Case of Dr Jekyll...		Drama-Macbeth	Drama-Macbeth		Drama-My Children!My Africa!	Drama-My Children!My Africa!		Short story-The new tribe	Short story- The fur coat		Poetry- Sonnet 18	Poetry- Still I rise		FINAL TOTAL

Values: 72, 47, 53, 51, 61, 50, 52, 48, 50, 42, 56, 48, 50

Learners Per Rating Level as Percent

	1	2	3	4	5	6	7
Percent	76.6	12.7	6.3	2.8	1.1	0.3	0.1

Rating Level