

**ASSESSMENT AND EXAMINATIONS DIRECTORATE**

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REPUBLIC OF SOUTH AFRICA, Website: [www.ecdoe.gov.za](http://www.ecdoe.gov.za)

## **NSC 2015 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	ENGLISH HOME LANGUAGE (ENGHL)

<b>PAPER</b>	<b>2</b>
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<b>DATE OF EXAMINATION:</b>	NOVEMBER 2015	<b>DURATION:</b>	<b>2 ½ HOURS</b>
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This section of the instrument is aimed at providing valuable feedback to schools, subject advisors, teachers and learners about common errors committed by candidates in the answering of questions, to assist teachers and subject advisors to identify areas that need to be given special attention in the teaching and learning of the subject in 2016.

Your responses will be based on two parts:

**Section 1:** General overview of Learner performance in the question paper as a whole

**Section 2:** Comment on candidates' performance on individual questions (Detailed explanations must be provided **per question** as follows: (You may include sub questions where necessary)

- General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
- Why the question was poorly answered?
- Provide suggestion for improvement in relation to teaching and learning
- Describe any other specific observations relating to responses of learners
- Any other comments useful to teachers, subject advisors, teacher development

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

The paper appeared to be accessible for the candidates. Although relatively few, the candidates who achieved top marks produced very good work.

The format allows for uniformity and a sense of fairness across the board. Candidates had to demonstrate the same literary skills, knowledge and understanding, and were tested similarly in each section. Teachers should be encouraged to use this model for their internal exam papers in Grades 10-12.

As before, *Othello* and *Animal Farm* were the most popular answers. Some excellent and original answers across the board indicate that teaching and learning at a number of centres have been effective and good. It is also true, however, that at too many centres candidates were only able to reach Level 1. Responses to aspects such as terminology (e.g. *irony*, *tone*) and structure were inadequately addressed. Various reasons can be offered to explain this.

This paper tested the candidates' ability to interpret questions accurately, and to answer logically. This proved to be difficult for many candidates, and the contextual questions in particular did not earn full marks. Essay writing remains challenging. In many centres it is taught badly or not at all; these candidates were at a disadvantage.

## 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).

QUESTION 1: Poetry – Essay Question: 'Futility'
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"><li>Very poorly answered in general. Very little evidence of content knowledge. Many faulty interpretations of both the question and the poem.</li></ul>
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<ul style="list-style-type: none"><li>General lack of content knowledge. Vague generalisations.</li><li>Poor ability to answer essay type questions.</li><li>No focus on diction, imagery and tone.</li><li>Some responses were thorough synopses of the poem, but failed to address the question.</li></ul>
(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"><li>A national workbook/study guide for both teachers and learners, so that everyone is 'on the same page' and learners are not solely reliant on the quality of teaching of their teacher.</li><li>Learners must continue to be discouraged from answering the poetry essay question because it is a highly specialised form of writing and they will do badly if they are not taught how to write such an essay properly.</li></ul>



(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> <li>• Simple basics (such as not paragraphing, incorrect or absent punctuation) are clearly not heeded by learners.</li> <li>• Concepts which are always required in poetry essays, such as the specific reference to diction, imagery and tone, have been largely ignored.</li> <li>• Learners resort to a poor paraphrase of the poem. In some cases, responses bordered on being creative writing.</li> </ul>
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> <li>• Teachers should teach the technique specifically, or should actively discourage candidates from answering this question.</li> </ul>

<b>QUESTION 2: Poetry – Contextual Question: ‘Lake Morning in Autumn’</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> <li>• Poorly answered, except in a few centres. In many cases, these responses give the idea that no learning has taken place.</li> </ul>
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<ul style="list-style-type: none"> <li>• Evidence of poor understanding. In many cases, learners confused what was expected of them in Q2.3 with the response for Q2.4.</li> <li>• No idea about the concept of tone and how to explain it in terms of the line references.</li> <li>• Many did not know how to interpret “impression of the stork” (Q2.1) – they simply repeated words from the line.</li> <li>• In some centres candidates did not know the meaning of <i>regally</i>.</li> </ul>
(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> <li>• Different responses by learners indicate differing levels of teaching. Thorough training of teachers is essential. It would appear that learners do not know how to respond to the types of questions being asked.</li> <li>• There is little content knowledge beyond the very superficial. Official study guides for teachers and learners would be beneficial.</li> </ul>
(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> <li>• While there have been a few excellent responses, the general feeling is that analysis is shallow and that learners show no insight.</li> </ul>
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> <li>• Teachers must have a sound insight. Workshops for HL teachers would be advisable as it appears that the focus and attention is all on FAL training.</li> <li>• It appears that there are centres where rote learning of responses to some aspects has happened. This results in stock response, but an inability on the part of the learners to engage optimally with the poetry.</li> </ul>

<b>QUESTION 3: Poetry – Contextual Question: ‘Rugby League Game’</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> <li>More than half of the centres performed poorly. However, there were those whose responses indicated that good teaching is happening.</li> </ul>
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<ul style="list-style-type: none"> <li>The problem resorts with the initial analysis of the poem by the teacher. In some centres almost all the responses were the same – and incorrect.</li> <li>The majority of learners could not account for the inclusion of the rhetorical question. Instead, they explained what it was.</li> <li>They did not know what “Spartan” meant.</li> <li>They certainly did not have the ability to respond to the question about tone.</li> </ul>
(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> <li>Learners should be given guidance with regard to the length of their responses. Many learners write half a page or more in response to a 2-mark question.</li> <li>Background teaching is essential. Also, the basics as they relate to the interpretation of poetry - tone, mood, etc. – must be taught.</li> </ul>
(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> <li>While, once again, there was definite evidence of good teaching happening in some centres, it was just as lacking in others.</li> </ul>
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> <li>Again, more effort is needed in the teaching of poetry. Subject advisors should offer workshops for teachers in their various clusters.</li> </ul>

<b>QUESTION 4: Poetry – Contextual Question: ‘When I have fears’</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> <li>In general, this question was poorly answered, which is probably why it was tackled by so few learners. The concept of romantic poetry has clearly not been taught, or understood. Most referred to the idea of romantic love.</li> </ul>
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<ul style="list-style-type: none"> <li>Bad or inadequate teaching. The problem resorts with the initial analysis of the poem by the teacher. In some centres almost all the responses were the same, and incorrect.</li> <li>They did not have the ability to respond to the question about tone.</li> </ul>
(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> <li>Knowledge of poetic techniques is essential.</li> <li>The older poems must be virtually paraphrased so that learners can understand the content.</li> <li>Avoid teaching the background/life history of the poet. This will not score marks for learners. The poem itself must be the focus.</li> </ul>



(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> <li>Poor vocabulary and language skills contribute to an inability to respond to the questions.</li> <li>The meaning of “gleaned” had obviously not been taught in many centres.</li> </ul>
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> <li>Teacher training in poetic techniques and how to teach poetry is essential.</li> <li>Use past matric papers and their memoranda as preparation material. Teach the poem in this manner to prepare learners to write the examination. All the enrichment material and abstract chats about the poems do not ensure a pass in the final exams.</li> </ul>

<b>QUESTION 5: Poetry – Contextual Question: ‘Touched by an angel’</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> <li>Marks ranged from 0 – 10. Skilful learners could show off their ability to engage with poetry; others struggled. However, the overall performance was better than expected. The poem was challenging because it explores a different view of love – one to which young people do not popularly subscribe.</li> <li>Questions Q5.3 and Q5.4 were challenging.</li> <li>Responses were too vague or generalised, or too specifically slanted to a religious interpretation.</li> <li>Many responses focused on the title as basis for their responses.</li> </ul>
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<ul style="list-style-type: none"> <li>In 5.3 many did not refer to diction specifically, or they merely lifted sections of the poem as a possible response.</li> <li>As in all the poems, the last question’s instruction (<i>Critically discuss...</i>) was not followed.</li> </ul>
(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> <li>Learners need to learn to respond to poetry on their own, before they are ‘told’ what it is about. This method would assist them in their response to unseen poetry as well.</li> <li>In addition, learners need to have the tools to respond to poetry, whether this is in learning the terminology and vocabulary of poetry analysis, or more exposure to unseen poetry.</li> <li>Teachers should explain the thought process involved in the instruction <i>critically discuss</i>.</li> </ul>
(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> <li>Many learners did not respond to mark allocations and, in so doing, deprived themselves of a number of marks per response.</li> <li>Learners do not refer to specific words in questions about <i>diction</i>; instead, they provide generalised and vague answers.</li> </ul>
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> <li>Guidance on how to approach an unseen poem and hordes of examples for learners to work through could result in more positive responses.</li> </ul>

**QUESTION 6: Novel -Essay Question: *Animal Farm***

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

- There was a large range of performance ranging from 0 to high 20s. On the whole this was a very accessible question.
- The question was relatively straightforward. There was not too much narration – however, there was also not enough “assessing”.
- Candidates generally structured their work.
- It is evident that they have a good understanding of the novel.

(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 have not read the novel. They had very little knowledge of the plot. Lack of teaching in some centres might have been to blame.
- Too many ignore the question and simply narrate. Insufficient textual references for validation. General vagueness is the result.
- The initial quote was not carefully analysed by many learners and they set off on a mediocre discussion of “power”. The idea of “power for good” was largely ignored. Boxer and Benjamin were also ignored. Learners misinterpreted “power” and substituted strength and energy. They lost marks accordingly.
- Most only focused on Napoleon and/or Snowball. Many learners focused on the breaking of commandments.
- Poor use of language. Insight and background in language is lacking.

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

- Teach techniques: structure, paragraphing, use of textual referencing, how to break down a question, looking at a topic globally as opposed to honing in on one aspect of a topic.
- Spell character names correctly.
- Learners need to think in broader terms, more laterally.
- Assistance in the form of detailed study material must be provided.
- Practise essay writing more often and pay attention to key words and length. Long answers do not guarantee more marks.

(d) Describe any other specific observations relating to responses of learners

- A few bring in Russia and associated characters and ideologies – this is not required. Evidence of pre-prepared essays.
- Learners are very one-track minded when answering the essay; they focused on Napoleon at the expense of the other characters.
- Questions are not always framed in such a way that can lead and guide the learner.
- Learners use information from the movie as opposed to the text to answer questions.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

- No historical references are required. This is not being examined.
- Workshops where teachers can receive exposure to the expectations regarding the subject should be offered.
- More up to date study guides and books on how to answer exam questions would be helpful.
- More visual literacy material.
- Teach teachers to teach learners how to write good essays. They must avoid narratives and lengthy essays. Most learners cannot formulate a hypothesis for answering essay questions.



hence they stray to narration. More energy needs to be channelled there.

- Teach learners correct terminology – gullible (not guilabill), manipulation (not minipilation), propaganda (not propergender).
- Discourage the use of the movie as a teaching supplement.
- A good method to prepare learners for 3 – 5 mark higher-order questions is to use the “PEE PARAGRAPH” method:

#### **WRITING A PEE PARAGRAPH**

- If you follow and practise this method, you will be able to write an excellent paragraph in which you are able to answer a question, give your opinion and make it valid by using evidence and reasons.
- The **P** stands for “point”.
- This is really the answer to the question.
- Read the question carefully and make sure that the point you make answers what is asked. (i.e. answers the question (✓))
- The first **E** stands for “evidence”.
- Find something in the story/play/poem – a quote or a small piece of narrative – which provides proof for the point that you have made. (✓) or (✓✓)
- The second **E** stands for “explain”. (Or expand, elaborate, extend).
- Show how the evidence that you have led is related to, or proves, the point you have made. (✓) or (✓✓)
- When you write a PEE paragraph remember the following:
- Express yourself in the present tense.
- (This is because the events happen again every time the story is read).
- Do not use the second person pronoun.
- (Otherwise it sounds as if you are telling the reader/marker what to think and/ or feel).
- Make sure you write in full sentences when covering these points and that the sentences fit into one whole, smooth paragraph.

#### **QUESTION 7: Novel -Contextual Question: *Animal Farm***

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

- This was a popular choice.
- The questions were fair and manageable. The responses varied from centre to centre but most were average.
- Q7.7 and Q7.8 were poorly answered. Higher order questions which required insight were not often answered correctly. Full marks for these questions were few and far between.
- In Q7.4 learners strayed into discussing allegory e.g. Russian Revolution at the expense of symbolism. Symbolism is mistaken for historical parallels.
- In general, learners were too brief in 3-mark questions but some wrote up to one page for a 3-mark question – clearly inappropriate.

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

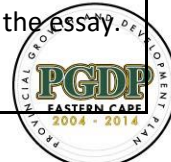
- Learners struggle to express themselves especially if English is not their mother tongue. In 7.6 explaining irony proved challenging for many.





<ul style="list-style-type: none"> <li>Learners ignore the instructions. In Q7.2, Q7.3 and Q7.5 they give general answers and in Q7.1, Q7.4, Q7.7 and Q7.8 they only refer to the extract when the question requires reference to the novel as a whole.</li> <li>These questions require insight which the majority of learners lacked.</li> <li>In Q7.4, learners claimed that the windmill symbolised the Russian Revolution/Stalin/etc. and the purpose of the windmill is confused with its symbolism.</li> <li>In Q7.5 and Q7.6 similar answers were given.</li> <li>Candidates are not referring to specifics in the extracts when asked to refer to the extracts; they generalise too quickly.</li> </ul>
(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> <li>Emphasise the importance of mark allocation and the points required.</li> <li>Exercises which promote critical thought should be the focus of home language learners.</li> <li>Teach candidates how to refer to extracts and how to use textual references.</li> </ul>
(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> <li>Learners tend to write mini-essays for contextual questions owing to the nature of the question which is open-ended and could easily be an essay on its own (Q7.3, Q7.4, Q7.5 and Q7.8).</li> <li>Learners use information from the movie as opposed to the text to answer questions.</li> <li>Q7.1 and Q7.2 were well answered – almost everyone answered them accurately.</li> <li>Learners lost a lot of marks because of being too brief on questions that need detail. For example, a learner says “this achieved the opposite of Major’s dream” but a mark cannot be awarded because that “opposite” needs to be specified in order to earn full marks.</li> <li>The symbolism of the windmill is unclear.</li> <li>The concept of irony was handled quite well.</li> <li>Confusion between Yes/No and explanation in Q7.7 and Q7.8.</li> </ul>
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> <li>Learners should not watch the movie as it gives them an inaccurate version of what happens in the novel.</li> <li>Some learners seemed over-taught on allegory, to an extent that it overshadowed the story itself. Briefly explain allegory but do not over-teach it.</li> </ul>

<b>QUESTION 8: Novel -Essay Question: <i>Pride and Prejudice</i></b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> <li>The essay question was more complicated than in the past. Most learners avoided it because they did not understand “power relations”. Most learners had obviously read and responded to the text. They had an appreciation of the central themes.</li> <li>One centre had clearly not been taught at all. They tried to write the essay based on the contextual extracts.</li> </ul>
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<ul style="list-style-type: none"> <li>Learners had problems with “power relations” and did not seem to grasp how to use this vocabulary and as a result lost many marks for misunderstanding the requirements of the essay.</li> </ul>





(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> <li>Learners should be encouraged to avoid vocabulary or concepts with which they are uncomfortable.</li> </ul>
(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> <li>Most of the few schools who offer this novel are clearly schools whose teachers go to great lengths to prepare their learners for this examination.</li> </ul>
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> <li>If this novel – probably the most complex of the novels – is to be studied, every effort must be made to ensure that learners have in-depth knowledge of the nuances of the text and are <i>au fait</i> with the conventions of the society in which the novel is set.</li> </ul>

<b>QUESTION 9: Novel -Contextual Question: <i>Pride and Prejudice</i></b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> <li>A range of responses was received. Most were of very good quality. It was clear that the majority of learners studying this novel were well prepared for the examination. Only one centre got straight Level 1s.</li> <li>Apart from Q9.3 and Q9.6, no question was consistently poorly answered.</li> </ul>
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<ul style="list-style-type: none"> <li>In Q9.3 “importance” and “respectability” were ignored in the discussion of the expectations of women in Austen’s society.</li> <li>Q9.6 was rather wordy and learners did not focus on the role of “counsellor” but just wrote about Mr Collins in general.</li> </ul>
(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> <li>Wordy questions must be broken down into components and each aspect must receive attention.</li> </ul>
(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> <li>Most of the few schools who offer this novel are clearly schools whose teachers go to great lengths to prepare their learners for this examination.</li> </ul>
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> <li>Most of the schools who offer this novel are strong schools. However, there are some schools whose teaching of this novel falls short. Teachers at these schools need to be encouraged to invest in resources and to liaise with teachers who are producing excellent results so as to enhance their skills.</li> </ul>

<b>QUESTION 10: Novel -Essay Question: The Great Gatsby</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> <li>Too many essays verge on storytelling.</li> </ul>



<ul style="list-style-type: none"> <li>Only one aspect of the essay answered: “wealth and status” covered, but not linked to “power”.</li> <li>Many learners focus only on Gatsby and Daisy. There are other characters to consider too.</li> <li>There is some improvement in essay structuring in some centres.</li> </ul>
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<ul style="list-style-type: none"> <li>There was no attempt to engage with the question – just generalising and retelling the story.</li> <li>Half the question is answered but the topic is not fully discussed.</li> </ul>
(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> <li>Teachers must teach learners to engage with the question and not to retell the story.</li> <li>No bulleted essays should be tolerated. Teach how to structure the essay using paragraphs.</li> <li>Tighten up on style of expression. It is unacceptable to write in a colloquial, casual register.</li> </ul>
(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> <li>There were some centres where it appears that English was never taught or the quality of teaching was very poor.</li> <li>Word count must be emphasised. Too many write extremely long, meaningless essays.</li> <li>There is a tendency on the part of learners to turn the question to suit themselves and to present a probably pre-prepared answer.</li> </ul>
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> <li>Teach teachers how to teach learners to highlight key words in the question and to frame their answer around those words.</li> </ul>

<b>QUESTION 11:</b> Novel -Contextual Question: The Great Gatsby
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> <li>Poorly answered, especially the higher-order questions. The memorandum is quite prescriptive in terms of crediting other responses.</li> <li>Many write one page answers for a 3-mark question.</li> </ul>
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<ul style="list-style-type: none"> <li>Learners were restricted by a rigid memorandum. For example, in Q11.7 irony was proved in various ways as the question is very open-ended. Changing/including alternative responses was not always encouraged in the memorandum.</li> <li>Learners do not read the novel; they watch the movie. The answers reflect the movie version which is not at all accurate.</li> <li>Too many learners should not be taking English HL; they struggle with even basic sentence structure and produce garbled answers.</li> <li>The focus of the question was not always understood. Too much waffle not related to specifics of questions does not receive marks.</li> <li>Lack of detail in answers means that 3 marks cannot be awarded.</li> </ul>



(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> <li>Learners must be encouraged to read the novel themselves. Teachers must refrain from doing everything for them. Give questions on specific chapters for homework to force them to read the novel and then check their responses to see that they know the content.</li> <li>Teach how to express irony clearly.</li> </ul>
(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> <li>There were some centres where it appears that English was never taught or the quality of teaching was very poor.</li> </ul>
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> <li>Too many learners who do not have the critical thinking capacity for home language level are entered for English Home Language. They must be actively encouraged to change to FAL.</li> </ul>

<b>QUESTION 12: Drama -Essay Question: Othello</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> <li>Generally quite poor as the quote at the start of the question confused learners as to how to apply it in their answer.</li> </ul>
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<ul style="list-style-type: none"> <li>Learners failed to read the full question.</li> <li>They did not identify the key words, e.g. 'inferior' and 'destruction', and did not include them in their answers.</li> <li>Reference was made to too few characters.</li> <li>The theme of "jealousy" was forced into the topic in place of "inferiority".</li> </ul>
(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> <li>Teach network essay structure.</li> <li>No bulleted points or subheadings should appear in the essay.</li> <li>Do not retell the story. Use only relevant aspects of the story to support the essay topic.</li> <li>Learners must plan their essay before they start writing. They should not write the plan after the essay.</li> <li>Teach learners how to "discuss" not just mention.</li> </ul>
(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> <li>Language expression is generally poor. Sentences are too long or without verbs. Spelling and punctuation are seriously flawed.</li> <li>Moralising in answers is inappropriate.</li> </ul>
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> <li>Quotes must be correct and relevant and not just chunks from the contextual question.</li> <li>The play must be read. Do not just watch the movie. Answers based on the movie version are usually wrong.</li> <li>Learners would have fared better if they had been provided with feedback from previous years.</li> </ul>



<b>QUESTION 13: Drama -Contextual Question: Othello</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> <li>Mixed responses depending on learner's understanding. Range of marks – even full marks.</li> </ul>
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<ul style="list-style-type: none"> <li>Q13.1 and Q13.7 – same answer given for both. Learners do not read the detail of the question.</li> <li>Q13.3 – learners did not show understanding of irony.</li> <li>Q13.5 – tone before and after not shown. Learners cannot just say “angry” or “upset” – be specific.</li> <li>Q13.7 - they needed to define a “vow” then discuss it. The scene they needed to recall was earlier in the play. It was not Othello's commitment to love Desdemona at the start of the play but his resolution to kill her and Cassio.</li> </ul>
(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> <li>Focus on grasp of irony.</li> <li>Provide a range of tone-related vocabulary.</li> <li>Teach beyond the theme of “jealousy”.</li> <li>Basic question interpretation skills need to be taught. Concepts such as “contrast”, “define”, “justify”, “compare” must be taught. Sample answers must be given.</li> <li>Character names must be taught. In fact they are in the extracts and must just be copied correctly.</li> </ul>
(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> <li>Inappropriate sexual references to Cassio and Desdemona/Iago and Desdemona are never acceptable.</li> <li>Putting passages into context was difficult for learners who do not know the play well. They must read the play.</li> <li>Learners do not always stick to answering what is relevant. They try to force all their knowledge of the play into the answers.</li> </ul>
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> <li>In 3-mark questions, learners must know that they need to elaborate for marks. One point is never enough. Aim at three <b>distinct</b> points or at least two with plenty of detail.</li> </ul>

<b>QUESTION 14: Drama -Essay Question: The Crucible</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> <li>There was an improvement in providing some sort of structure to the essay.</li> <li>“Motives” and “ulterior motives” were confused.</li> <li>They answered only part of the question. They ignored the “destruction” part.</li> <li>Far less evidence of learners responding to the film version. There is evidence that the drama was read.</li> </ul>



(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<ul style="list-style-type: none"> <li>• Focus was only on one character.</li> <li>• “Motives” and “ulterior motives” were confused.</li> </ul>
(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> <li>• The drama should be taught as a drama and not just a story. Look especially at character development.</li> <li>• All characters should be considered when deciding on evidence for the essay.</li> </ul>
(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> <li>• There is still too much retelling the story.</li> <li>• Characters are often confused – learners get the names wrong.</li> <li>• There is no understanding of the context and how it influences the characters’ responses to situations.</li> </ul>
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> <li>• If teachers use the film version as a teaching tool, they must point out all the differences between the actual drama and the film version to learners.</li> <li>• Subject advisors must arrange workshops for teachers to discuss the examiner’s report. There also needs to be a workshop to train teachers how to teach learners to answer exam questions.</li> <li>• Train teachers to set internal papers in line with departmental ones.</li> </ul>

<b>QUESTION 15:</b> Drama -Contextual Question: The Crucible
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> <li>• Q15.1 and 15.2 were well answered. These were good entry level questions.</li> </ul>
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<ul style="list-style-type: none"> <li>• Q15.3 was not well answered. Learners looked at the servant/master relationship and not at Mary Warren having power.</li> <li>• Q15.7 and Q15.8 were poorly answered because learners lack linguistic skills to frame higher-order answers.</li> <li>• The instruction in Q15.7 (“in the context of the play as a whole”) was answered as an open-ended question with learners referring to all sorts of incidents out of context.</li> </ul>
(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> <li>• Learners must recognise this drama as a drama and not just a story.</li> <li>• Act out parts of the drama so that learners get a feel for the characters.</li> <li>• Answers must be plot driven when substantiating points.</li> <li>• Teach learners to engage with actual question; they need to identify key words in questions which must be reflected in their answers.</li> </ul>
(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> <li>• Character names were often confused.</li> <li>• Learners are not using the mark allocation as a guide to the length of answers.</li> </ul>



(e) Any other comments useful to teachers, subject advisors, teacher development etc.

- Teach learners that a critical response requires a deeper level of thinking in order to obtain full marks in a question.

**NAME OF THE CHIEF MARKER:** Mrs H van Rooyen

**SIGNATURE:** \_\_\_\_\_

**DATE:** 11 December 2015

