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2024 NSC CHIEF MARKER'S REPORT

SUBJECT	ENGLISH FIRST ADDITIONAL LANGUAGE		
QUESTION PAPER	Paper 1		
DURATION OF QUESTION PAPER			
PROVINCE	EASTERN CAPE		
NAME OF THE INTERNAL MODERATOR	Gabisile Mncono		
NAME OF THE CHIEF MARKER	Sizwe Jabe		
DATES OF MARKING	01.12.24 - 12.12. 24		
HEAD OF EXAMINATION:	MR E MABONA		

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

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|---|
| The 2024 candidates have shown a slight improvement in performance compared to their counterparts, with a notable 2% increase in average performance. Specifically, the average performance percentage rose from 48% in 2023 to 50% in 2024. Furthermore, the 7 – scale revealed an uptick in the number of candidates achieving level 7, indicating a positive trend. The Rasch analysis indicates the following scores: |
| Average: 50% |
| Question 1 (Comprehension): 50% |
| Question 2: (Summary skills): 72% |
| Question 3: (Analysing an advertisement): 38% |
| Question 4: (Analysing a cartoon): 35% |
| Question 5: (Language and editing skills): 52% |

English FAL P1
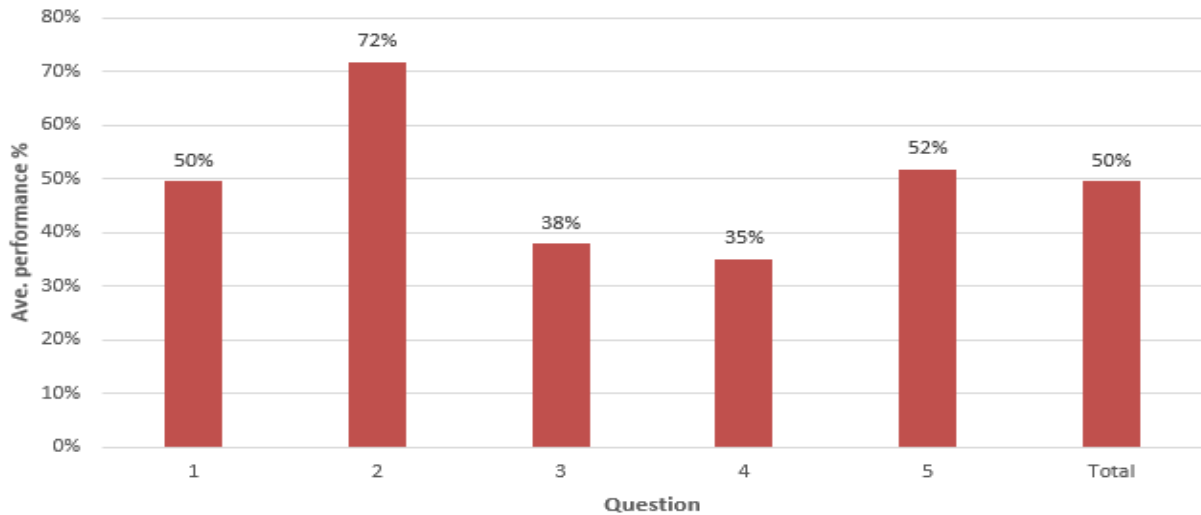
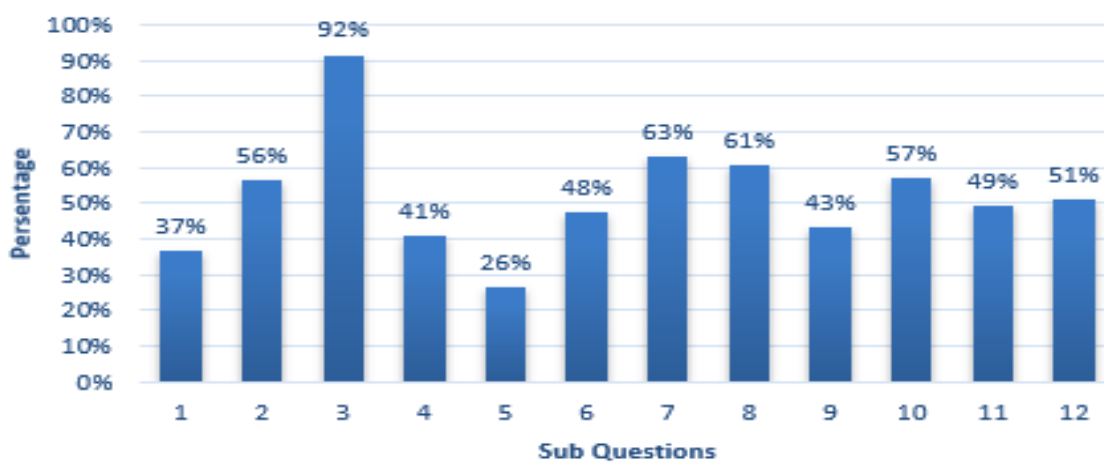SECTION 2: Comment on candidates' performance in individual questions

QUESTION 1 (Comprehension)
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 50%
This indicates an improvement in the comprehension question. When compared to the 44% in 2023, there has been an increase of 6%. Candidates were able to score marks in most questions, especially in those where relevant quotations were credited.
The grid above indicates performance in sub-questions for Question 1.
Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

1.1.1   This question was not well answered by most candidates.

Some candidates failed to give a correct answer as they generalised about their knowledge of artificial intelligence. Some were not able to identify the correct quotations. Those who did, scored full marks as quotations from line 3 were credited.

1.1.2   This question was poorly answered

Most candidates failed to explain the meaning of 'science fiction fantasies. Responses were mostly quoted blindly without contextualising. As a result, the meaning of words such as, 'fiction' and 'fantasies' were not provided. Candidates could not relate these terms with lack of reality, instead they quoted lines 4 – 5.

1.2.1 This question was not well answered.

Some responses were generalised. Others just quoted and made no attempt to paraphrase or contextualise. The language of computer science as a 'disciplin was unfamiliar to candidates. They opted use 'system' or repeat the words 'computer field'.

1.2.2   This question was well answered.

Candidates were able to identify correct quotes and score marks.

1.3   This question was well answered. Candidates were able to identify correct quotes.

1.4.1 Most candidates were able to score the 1 mark for this question.

Candidates who quoted lines 18&19 were credited. Those who could not get the 1 mark had not made any reference to the 'shift' or change in the kind of skills required.

1.4.2   Performance in this question was poor.

Most candidates failed to link the growth in businesses to artificial intelligence. Some generalised as they spoke about growth in the economy without linking it to artificial intelligence.

1.5.1 This question was not well answered.

Most candidates lost context as they referred to 'fun' and 'joy'. In some responses, the words 'exciting' / 'excitement' were repeated instead of giving explanation.

1.5.2 Performance in this question was fair.

Some candidates were able to paraphrase and score 1 or 2 marks. Those who quoted could not be credited as candidates were instructed to use their own words**.**

1.6   This question was well answered.

Some candidates were able to score 1 mark for quoting from line 38.

1.7 This question was well answered.
Candidates were credited for identifying correct quotations from lines 45 – 47.

1.8.1 Performance in this question was poor.
Candidates failed to identify the correct word.

1.8.2 This question was well answered.
Candidates could either paraphrase Paragraph 8 or quote to score marks.

1.9 Performance in this question was fair.
Most candidates could not substantiate well for the 2 marks. Candidates failed to link the title to the content of the passage. They just summarised the whole passage.

1.10 Performance in this question was fair.
Most candidates successfully secured 1 mark for identifying reading benefit. However, they struggled to take it a step further, ailing to accurately match their identification with the corresponding visual evidence, thereby missing out on the second mark.

1.11 Performance in this question was fair.
Most candidates could score the 1 mark for 'new ideas' as reading benefit, but they were not able to provide a correct reason.

1.12 Performance in this question was fair.
Most candidates missed out on marks because they incorrectly compared the written text in Text A with the visuals in Text b, rather than focusing on the visuals presented in Text B and analysing them in relation to accompanying written text.

Provide suggestions for improvement in relation to Teaching and Learning.
➤ Pages 28-30 in the CAPS Document explicitly defines the skills required for comprehension through reading and viewing.   ➤ 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.

- Educators should create centres for independent learning, group work, and teacher guidance.

- Candidates lack reading skills, which becomes evident when they answer comprehension questions. Learners should be exposed to more visual texts in the classroom. These should be accessed from various forms of media, such as magazines, newspapers or the internet. Teachers should refrain from relying on past papers only for visual texts.

- 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 and they will be credited for their ability to express personal opinions.

- To optimise their performance, candidates should be explicitly taught to adhere to the instruction of 'USING OWN WODRS', as evident in questions 1.2.1 and 1.5.2. The inability to paraphrase and express ideas in their own words resulted in unnecessary loss of marks. To address this, teachers should emphasise the importance of practicing precise phrasing and reading comprehension, ensuring that learners develop a deeper understanding of the texts they are reading.

- Candidates should also be taught how to form responses to specific instruction words such as 'Discuss' (1.9). Such questions cannot be answered using one-word answers, they should instead provide a detailed answer that is grounded on the text. Learners should be taught to formulate opinions for these types of questions. They cannot substantiate with direct quotes.

- 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. They enable teachers to pay attention to all language skills. However, question papers should not be the only tool used for revision.

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 sometimes credited for quoting in some questions, they should ensure that the quotation answers the question. Candidates should refrain from quoting multiple and irrelevant 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 ones 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.

QUESTION 2

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 72%, as indicated in the graph below. The percentage achieved for this year (2024) shows an improvement of 6% compared to 66% last year. Compared to other questions, the summary was the best performed.
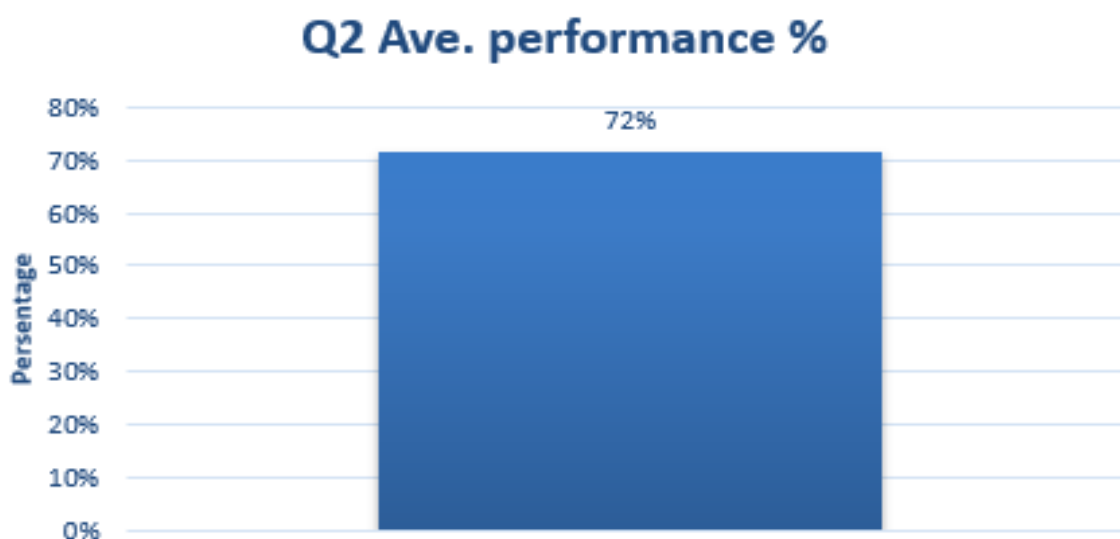
- This summary was interesting and accessible to all candidates, including average ones.
- It is unfortunate that some candidates failed to read the passage with understanding.
- There were only 8 distinguishable facts, making it relatively straightforward for candidates to recognize and extract the relevant information.
- Although many candidates performed well in this question, a significant number missed out on full marks due to unnecessary repetition of facts, inclusion of irrelevant quotations, and occasional additional information that was not supported by the text.
- Learners must be commended for improving on using the correct format.

- Based on the candidates' responses, it was evident that teachers emphasised 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. However, there is still a challenge with numbering. Some candidates ignore Instruction Number 3 which clearly states that their sentences should be numbered. They write arrows or bullets instead of numbers.
- Candidates must be reminded to cancel their rough drafts. If drafts are not cancelled, they are marked and candidates run the risk of losing marks as the drafts are usually not edited.

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, resulting in the draft being marked whereas candidates could score more marks for their final summary.
- Quoting instead of rephrasing them.
- Choosing irrelevant facts.
- Lack of ability to create structured sentences.
- Writing multiple facts per line.
- Drawing responses from sources other than the provided text, and unclear responses not relating to the provided text.

Provide suggestions for improvement in relation to Teaching and Learning.

- Candidates should not be given the marking guidelines from past papers for Question 2, as many of them then attempt to answer the question in the format as stipulated in the marking guidelines.
- Educators are encouraged not to train candidates to write a summary in the two-column form.
- Candidates must number their points instead of using dashes or bullets or arrows.
- All facts must be taken from the text provided. Facts based on general knowledge should not be included.
- 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 the summary question.

- Learners should be exposed to how the summary question is marked. If this exercise is done regularly in the classroom, learners will be careful not to quote or repeat the same facts.
- Candidates should be reminded that quoting all seven facts results in zero marks for language.

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)

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 38%. The percentage achieved for this year (2024), shows a decline of 8% compared to the 46% achieved last year. The graph below clearly shows performance in the various sub-questions.
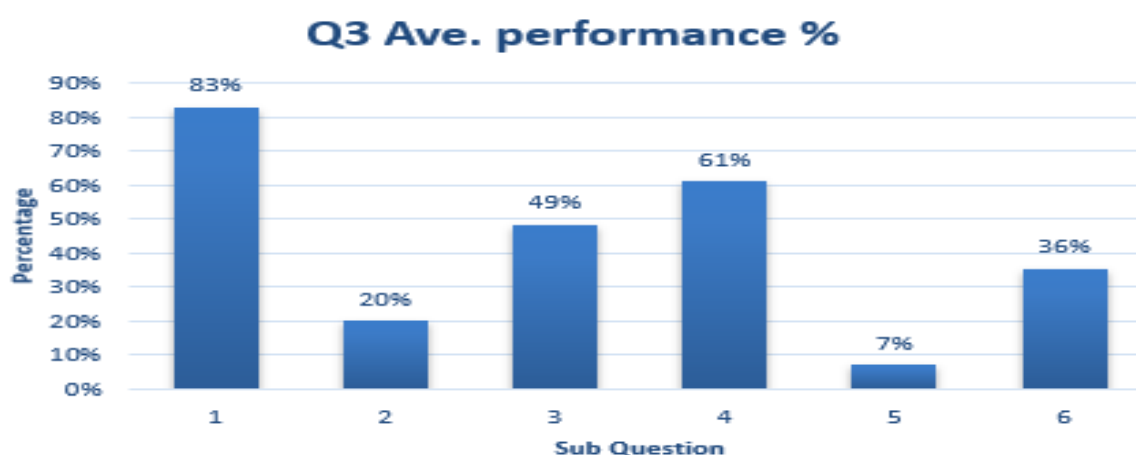
Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

3.1 This question was well answered.

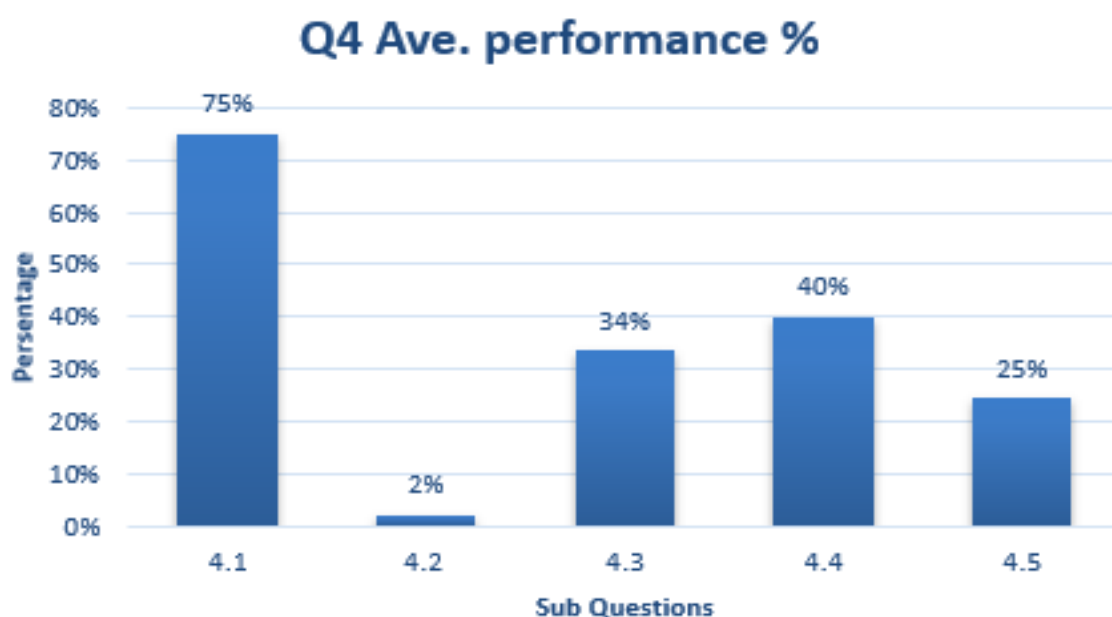3.2.1 Performance in this question was poor.

Most candidates responded to a different question, the one on target audience while they were expected to identify the need to which the advertisement appeals.

Overreliance on past papers, leading to certain expectations, disadvantaged most candidates. Those who referred to the headline in their response could score 1 mark. Some were just confused by 'need'.

3.2.2 Performance in this question was fair.

Most candidates understood the question. However, there were those who wrote the word' 'yourself' attracts attention with no further explanation.

3.3 Performance in this question was fair.

Most candidates could score 1 mark for mentioning the fact that through the picture, the reader was able to see the product. Some included irrelevant responses, such as side effects.

3.4 This question was well answered.

3.5 Performance in this question was very poor. Candidates could not provide the correct synonym for 'blocked' due to lack of vocabulary. 'Closed' was a popular answer, while others just rewrote 'blocked'.

3.6 This question was not well answered. Some candidates could score 1 mark as they were able to state how long the product lasts and how fast it works. However, they could not provide adequate substantiation for the curved arrow representing a clock's face.

Provide suggestions for improvement in relation to Teaching and Learning.

> ➤ Refer to the CAPS Document, page 31 – "Intensive reading of MULTIMODAL AND VISUAL TEXTS", which states, "Identify, analyse and evaluate the message and effectiveness of visual elements of advertisements".
> ➤ Learners should be exposed to aspects of Critical Language Awareness from Grade 10.
> ➤ While teachers are encouraged to use past papers for reference when teaching, overreliance on these question papers may confuse learners as they then expect the same style of questioning every year.
> ➤ Learners in the FET phase should be exposed to a variety of texts from various sources, such as newspapers, magazines and the internet. This will enable learners to analyse new texts and apply their own insight using the advertising techniques taught in the classroom, rather than relying on responses from marking guidelines of a previous paper.

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.
> ➤ Educators should expose learners to all types of advertisements, such as those that advertise products, brands, a service, raise awareness or campaign.

- Overreliance on past papers may have led to certain expectations. Questions on target audience for example, were not included in the 2024 question paper.
- 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 and the written text when analysing advertisements.
- 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.

QUESTION 4 (ANALYSING A CARTOON)

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 35%. The percentage achieved for this year (2024), shows a decline of 12% compared to the 47% achieved in 2023.

The graph above indicates performance in Question 4.

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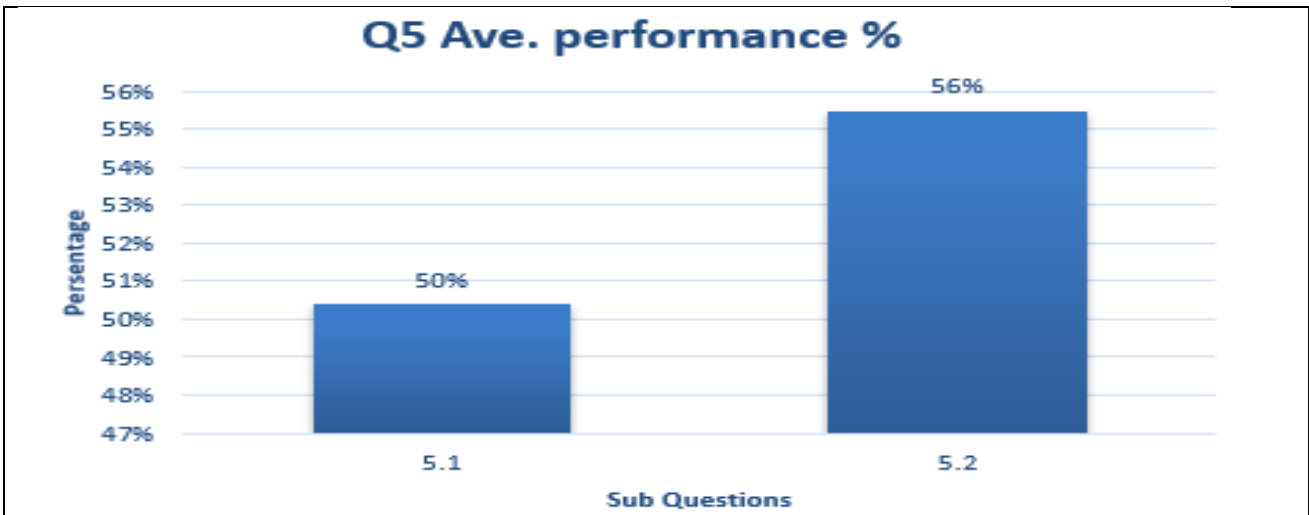
4.1 This question was well answered.

4.1.2 This question was well answered.

4.2 Performance in this question was very poor.

Candidates could not give the correct reasons as to why the visual in Frame 4 was different. They wrote responses such as, 'They are not looking at Denis' Several far-fetched responses were written, most were irrelevant.

4.3 This question was not well answered.

Most candidates could score marks for the verbal aspect, but they could not capture the visual one.

4.4 Performance in this question was fair.

Most candidates were able to score 1 mark for Mr Wilson's baldness or Mrs Wilson's glasses or grey hair. Some candidates struggled to accurately describe the concept 'bald', instead simply stating that 'Mr Wilson 'has no hair or few hair'. Some candidates used 'both' or 'they' and these responses could not be credited as candidates needed to be specific about each character in terms of appearance.

4.5 This question was not well answered.

Most candidates failed to explain the humour. They just summarised the whole cartoon, instead of focusing on FRAME 7. Others paraphrased Mrs Wilson's words in this FRAME and failed to indicate what is humorous

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" which states, "Identify, analyse and evaluate the purpose and message of visual texts created for enjoyment and entertainment".

- ➢ Learners should be exposed to a variety of cartoons from various sources other than past papers. This will enable them to use their own insight when analysing and answering questions on cartoon analysis. Overreliance on past papers leads to certain expectations in terms of the questions.

- ➢ Teachers must ensure that learners understand that different cartoons are used every year in the final examinations, and that the type of questions will depend on the cartoon chosen.

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

- ➢ When referred 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 in a cartoon.

- ➢ Candidates must be taught the difference between visual and verbal aspects.

- ➢ Candidates should read the entire cartoon before answering questions to understand fully.

QUESTION 5 (LANGUAGE AND EDITING)

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 52%. The percentage achieved for this year (2024), shows an improvement of 5% compared to the 47% achieved last year.

Q5 Ave. performance %

The graph above indicates performance in Question 5.

Why was the question poorly answered? 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) Not well answered. Most candidates wrote incorrect spelling of 'essence'. (d) Not well answered. Most candidates could not spell 'believes' correctly, even though the word is in the text. They wrote, 'believe'.
5.1.2 Well answered
5.1.3 Performance in this question was fair. Most candidates could score the 1 mark. However, others were confused as to which words to edit or correct. They changed 'describes' to the past tense.
5.1.4 This question was fairly performed. Candidates could score 2 marks for the pronoun 'him' as well as the correct use of punctuation. However, most could not get the mark for 'had roped', as they just wrote the past tense, instead of the past perfect tense.
5.1.5 Well answered.
5.1.6 This question was not well answered. Most candidates failed to retain the original tense of the active voice. 'A delicious braai companion was created by Simba was a popular response.
5.1.7 Well answered.
5.1.8 Well answered.
5.2.1 Performance in this question was fair. It is only those candidates who inserted a comma after the conjunction who could not score the 2 marks.

5.2.2 Not well answered.
Most candidates just wrote incorrect responses, such as 'creator'.
5.2.3 This question was well answered.
Those who could not score the 1 mark had written 'many more'.
5.2.4 Well answered. 'Zero' was popular answer.
5.2.5 Well answered. However, some candidates could not differentiate between the present continuous tense and the future tense.

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.

> Learners should not just be given language exercises and the correct answers. Explain why answers are incorrect and teach the correct language structures.

> Learners 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, as well as the changes in tenses, pronouns and adverbs of time when sentences are changed from Direct Speech.

> 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 'roped' to the past perfect tense…'had roped'.

> Teach learners the correct spelling of the different parts of speech. Candidates do not have to indicate the specific type when not asked to do so because they then write an incorrect answer, such as 'indefinite article'. Then they will be marked incorrect.

> Learners must be taught 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.

> Learners must be taught the difference between homonyms, homophones, synonyms, and antonyms and how to use them in sentences.

> Short spelling and punctuation exercises should be done in class as incorrect spelling in certain sections of the question paper could disadvantage the candidate.

> Instead of giving learners multiple exercises on language structures, they should be taught the rules of the language structures.

➢ English educators should maintain high standards in using English as the language of instruction in their classrooms. Since learners may have limited exposure to English outside the classroom., it is essential that teachers model the language consistently, providing learners with ample opportunities to hear, practice and develop their English language skills.

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

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

➢ Learners' language skills cannot flourish without effective instruction and guidance from the teachers in the classroom.

➢ Teachers must teach language skills to candidates to improve learners' performance in this question.

➢ Teachers can develop targeted remedial spelling exercises tailored to learners' specific needs, identified through analysis of their written work.