Province of the EASTERN CAPE EDUCATION

EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE
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REPUBLIC OF SOUTH AFRICA, Website: www.ecdoe.gov.za

2024 NSC CHIEF MARKER'S REPORT

SUBJECT	ENGLISH FIRST ADDITIONAL LANGUAGE		
QUESTION PAPER		2	
DURATION OF QUESTION PAPER	2 ½ HRS		
PROVINCE	EASTERN CAPE		
NAME OF THE INTERNAL MODERATOR	MS PILA MASAKANE		
NAME OF THE CHIEF MARKER	MR KUTLOANO MATSAU		
DATES OF MARKING	28 NOV – 12 DEC 2024		
HEAD OF EXAMINATION:	MR E MABONA		

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

Generally, the learner performance shows improvement when compared to 2023 cohort.

The paper was accessible to learners, most of whom followed the instructions and answered the required two questions. In the Eastern Cape Province Question 4-drama, *My Children! My Africa!* remains a popular genre together with Question 5-short stories and Question 6-poetry. The least popular genres include the novels (*Cry, the Beloved Country* and *Strange case of Dr Jekyll and Mr Hyde)* and the drama*, Macbeth*. In 2024 the improved learner performance is evident in the high scores of several top achievers. They were able to obtain between 60 and 68 marks, they were able to respond well in almost all the questions.

The struggling learners performed below average, they had difficulty in responding to all questions including those inclined at cognitive levels 1,2 and 3 with scores ranging between 0-20 marks.

These include questions that required them to match the character with a description, that is the mix and match of columns, the description of setting, state of mind of a specific character, identifying figures of speech and discussing themes.

Summarily 2024 shows an improvement in both quantity and quality. The bar graph below shows the

average performance on each question.

SECTION 2: Comment on candidates' performance in individual questions

QUESTION 1
(a)   General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The novel, *Cry, the beloved Country* is the least popular of all genres, few learners responded to question 1. The question was well answered by those learners who were taught the novel but poorly answered by the learners who answered it because it was the first question chronologically. In the sampled 100 scripts the highest score recorded is 32 marks and the lowest is 02 marks. Questions that were well-answered by most learners include Q 1.1.1, 1.1.7, 1.1.8, 1.2.6 and 1.2.7 while some learners struggled with Q1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.2.4 (a), 1.2.5 (b).

(b) Provide suggestions for improvement in relation to Teaching and Learning
Learners must be encouraged to have their own copies for independent reading of the entire novel. Each chapter must be analyzed thoroughly within Book 1, Book 2 and Book 3. The additional notes, summary and activities in the novel must also be optimally used to enhance learners' understanding of the text. When the text is analysed in class, learners must be able to read, evaluate and apply the meta-language of literature study. The daily activities must include questions like describing the setting, tone, explaining the irony and describing the state of mind. Learners must be encouraged to answer questions on the books they have studied only.

(c)   Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Struggling learners would merely quote from the given extracts, lines which do not answer the questions. They lacked understanding of what the question required; they could not differentiate between a figure of speech Q 1.2.5 (a) and a part of speech. When discussing opinion questions, they lacked depth and could not support why they feel sorry or do not feel sorry for Gertrude (Q1.1.8) and in Q1.2.7 they could not well-substantiate whether they agreed /disagreed with the fact that Absalom was responsible for the poor choices he made. Learners should be taught how to ground their discussion in the novels/drama/short stories/ poems. The informal tasks questions should also model the phrasing of the final examination papers to help learners familiarise with the questioning style. The contexts provided in the extracts must be used as a steppingstone to describe the tone, state of mind, character traits and explaining the figures of speech.

The part-time candidates should be encouraged to attend the second chance programmes where they may get formal teaching sponsored by the DBE paid tutors. Learners should be encouraged to use the past question papers for revision.

Learners should be taught how to craft their discussions when answering theme and open-ended questions. They must be taught the skill of stating a point, elaborating on it and supporting it through factually correct information.

QUESTION 2

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

The novel, *Strange Case of Dr Jekyll and Mr Hyde* is not a popular genre in the province. The question was well answered by some learners, but some answered it poorly. In the sampled 100 scripts the highest score recorded is 33 marks and the lowest is 03 marks.

Questions that were well-answered by most learners include Q 2.1.1,2.1.4 (a), 2.1.5 (a) and (b), 2.1.6, 2.2.6, 2.2.7 and 2.2.8.

The struggling learners were challenged by most questions that include Q 2.1.2, 2.1.3 (a), 2.1.3 (b), 2.1.4 (b), 2.2.1.

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

Q 2.1.2 Some learners were unable to focus on Utterson being relieved but focused more on Dr Lanyon and Dr Jekyll's disagreements when it comes to scientific experiments.

Q 2.1.3 (a) Some learners incorrectly answered by giving the negative form (Mr Utterson's dwelling isn't in Soho) of the given statement instead of changing the character/place to be Hyde or London.

Q 2.1.3 (b) Some learners struggled to describe Mr Utterson's the state of mind. The seemed not to consider the context of the lines they are referred to.

Q 2.1.4 (b) Learners could not explain the relevance of the figure of speech, some just gave a definition of a metaphor/personification as figures of speech.

Q 2.2.1 Many learners wrote the setting as it appears in the letter, which is Dr Lanyon's place when he reads the letter from Dr Jekyll. The actual setting is Mr Utterson's place when he reads Dr Lanyon's letter because Mr Utterson is the one who narrates the story in this chapter.

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

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

Learners must be encouraged to read the questions carefully to understand what is required in each question. The mark allocation should guide learners on the expected length of the answer.

Learners should be taught how to craft their discussions when answering theme and open-ended questions. They must be taught the skill of stating a point, elaborating on it and supporting it through factually correct information. The informal tasks' questions should also model the same phrasing in the final examination papers to help learners familiarise themselves with the questioning style. The contexts provided in the extracts must be used as a steppingstone to describe the tone, state of mind, character traits and explaining the figures of speech.

Learners should be taught how to craft their discussions when answering theme and open-ended questions. They must be taught the skill of stating a point, elaborating on it and supporting it through factually correct information.

Learners should be encouraged to keep track of how each character develops, follow the storyline and be able to distinguish between the main story and the one within a story. In the novel, *Strange Case of Dr Jekyll and Mr Hyde* learners should take note of the fact that the last two chapters (*Dr Lanyon's Narrative and Henry Jekyll's Full Statement of the Case*) are narrated by Mr Utterson. In chapter 8 (*The Last Night)* there's a note which instructs Utterson to "go then and first read the narrative by Lanyon". It is when Utterson is reading those letters that the truth unfolds and details of what happened are revealed.

QUESTION 3

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

The drama, *Macbeth* is also not very popular in the province. The question was well answered by some learners, but some answered poorly. In the sampled 100 scripts the highest score recorded is 34 marks and the lowest is 01 mark.

Questions that were well-answered by most learners include Q 3.1.1, 3.1.2, 3.1.3, 3.1.5, 3.1.8, 3.2.3, 3.2.6

and 3.2.7.

The struggling learners had difficulty in attempting almost all questions, but the following questions seemed challenging for average learners Q 3.1.4, 3.1.7, 3.2.1 (b), 3.2.4 (a) and 3.2.5 (b).

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

Q 3.1.4 Learners struggled to identify a character trait and substantiate. Most learners gave the generic trait which is the cruelty of Lady Macbeth.

Q 3.1.7 Learners struggled to describe the state of mind and provide substantiation.

Q 3.2.1 (b) Learners could not explain the relevance of the figure of speech, they failed to link their responses to lines 1-2 where Macbeth does not want to fight Macduff (Macbeth asks Macduff to move away from him).

Q 3.2.4 (a) Learners struggled with this tone question as many misinterpreted it in the context of the drama, they mentioned that Macduff is angry at Macbeth for killing his family.

Q 3.2.5 (b) Learners were unable to motivate if they answered 3.2.5 (a) incorrectly.

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

The contexts provided in the extracts must be used as a steppingstone to describe the tone, state of mind, character traits and explaining the figures of speech. Also, for stage direction questions the learners must be able to establish context to be able to provide relevant actions.

Learners should be taught how to craft their discussions when answering theme and open-ended questions. They must be taught the skill of stating a point, elaborating on it and supporting it through factually correct information.

Learners must be encouraged to use both the original text and modernised text which are placed side by side in the prescribed book. The examination paper will provide extracts from the original text.

(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 struggled to mention where Macbeth's coronation was held. They confused names of castles with other names of places of events.

Learners must actively engage with the text. All characters and their roles need to be known together with the different places in the drama where characters meet.

The discussion of the role of unnatural events in the drama was poorly discussed by some learners. If learners could have used the notes on page 178 of the drama, they would have easily scored full marks in Q 3.1.9.

The use of the notes on the play must be emphasized so that learners get a deeper understanding of the whole drama. (Pages 163- 197 of the drama).

Learners must be encouraged to fulfil the purpose of a drama, that is, to be acted out on stage.

Teachers should encourage role play of each scene then build up towards performing the whole drama.

The use of additional material like videos must be done under the supervision/guidance of teachers to avoid confusion on props and costumes used by actors.

QUESTION 4

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

The drama, *My children! My Africa!* is among the three popular genres in the province. The question was well answered by the majority learners, but some performed poorly. In the sampled 100 scripts the highest score recorded is 33 marks and the lowest is 03 marks.

Questions that were well-answered by most learners include Q 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.6, 4.1.7, 4.2.2, 4.2.5 and 4.2.7.

The struggling learners could hardly score full marks in almost all questions, most challenging include Q 4.1.5 (a), 4.1.5 (b), 4.1.8, 4.2.3 (a), 4.2.4(b) and 4.2.8.

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

Q 4.1.5 (a) Some learners struggled to establish the tone Thami used, they could not link the tone to the context. Some wrote that Thami is cracking jokes about his parents.

Q 4.1.5 (b) Learners who failed to identify the tone in 4.1.5 (a) were unable to answer this question correctly.

Q 4.1.8 Many learners misinterpreted the question and did not focus on Thami as a pupil, but they discussed Thami as seen in the entire drama.

Q 4.2.3 (a) Weaker learners answered 'Thami cares.' This option in a different context has appeared in the previous papers.

Q 4.2.4(b) Learners could not explain the relevance of the figure of speech although they could identify the simile.

Q 4.2.8 Some learners could not focus on the debate contest, they instead discussed more about the literature quiz, its benefits whilst some discussed general aspects of a debate.

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

The contexts provided in the extracts must be used as a steppingstone to describe the tone, state of mind, character traits and explain the figures of speech. Also, for stage direction questions, learners must be able to establish context to be able to provide relevant actions.

Learners should be taught how to craft their discussions when answering theme and open-ended questions. They must be taught the skill of stating a point, elaborating on it and supporting it through factually correct information.

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

Learners in Q 4.1.7 quoted blindly lines 24-26 without establishing the required irony. Some learners gave irrelevant stage directions which did not make sense when linked to the actual words spoken.

Learners must actively engage with the text to follow the story line.

Moreover, learners need to be encouraged to fulfil the purpose of a drama, that is, to be acted out on stage.

Teachers should encourage role play of each scene then build up towards performing the whole drama.

QUESTION 5
(a) General comment on the performance of candidates in the specific question. Was the question well answered or poorly answered?
The short stories are among the three popular genres in the province. The question was well answered by the majority learners, but some performed poorly. In the sampled 100 scripts the highest score recorded is 35 marks and the lowest is 02 marks.

Questions that were well-answered by most learners include Q 5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.1.6, 5.1.7, 5.2.2, 5.2.3, 5.2.8 and 5.2.9.

The struggling learners could hardly score full marks in almost all questions, most challenging include Q 5.1.5, 5.2.4 (b), 5.2.5 (a), 5.2.5 (b), 5.2.6 and 5.2.7. |
| **(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.** |
| Q 5.1.5 Learners struggled to explain the irony in Thulisile's words in this part of the short story.

Q 5.2.4 (b) Learners simply stated what was being compared (the cobra's neck and Friedman's long neck) without explaining what the movement of the neck signalled.

Q 5.2.5 (a) Learners struggled to explain the tone used by the narrator.

Q 5.2.6 They struggled and confused the detail between Sejosenye and her daughter and the link to the doctor.

Q 5.2.7 Most learners struggled to identify Sejosenye's dominant character traits, instead they narrated how she works hard. |
| **(c) Provide suggestions for improvement in relation to Teaching and Learning** |
| Learners must be encouraged to read the entire short story to get all details about the characters and their roles throughout the development of the story.

Learners should be taught how to craft their discussions when answering theme and open-ended questions. They must be taught the skill of stating a point, elaborating on it and supporting it through factually correct information.

The daily activities must include questions like describing the setting tone, explaining the relevance of the figures of speech and describing the state of mind. |
| **(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.** |
| Learners in some cases simply narrated what they know about the characters in the story without establishing what the question requires at that point.

A few learners confused the name of fish and chips shop owner, Mr Rathebe with the shop owner Miss Gavan in another short story 'Eveline'.

When each short is analysed, learners must be encouraged to distinguish characters of each. |

Learners should make own notes as reminders of what each story entails.
Analysis of short stories must include vocabulary development, setting in different parts of the short story, identification of figures of speech, explaining the relevance, tone, state of mind and irony.

QUESTION 6

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

Poetry is among the three popular genres in the province. The question was well answered by most learners, however, some performed poorly. In the sampled 100 scripts the highest score recorded is 35 marks and the lowest is 04 marks.

Questions that were well-answered by most learners include Q 6.1.1, 6.1.2, 6.1.3, 6.1.4, 6.1.5, 6.1.7, 6.2.1 (a), 6.2.2, 6.2.4(a), and 6.2.6.

The struggling learners could hardly score full marks in most questions, they were challenged by Q 6.1.6, 6.1.8, 6.2.1 (b), 6.2.3 (a), 6.2.3 (b), 6.2.5, 6.2.7 and 6.2.8.

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

Q 6.1.6 Some learners gave the negative form of the statement (won't forgive) instead of 'judge/punish'.

Q 6.1.8 Learners misinterpreted the question and focused on the slave dealer instead of his mother, they said little about whether she can be pitied or not.

Q 6.2.1 (b) Learners focused on the first part of the answer (uttered quickly) and missed the last part (without thought).

Q 6.2.3 (a) Most learners struggled with this question, they failed to identify tone in those lines.

Q 6.2.3 (b) Learners were unable to give motivation as they could not respond well to the previous question; 6.2.3(a).

Q 6.2.5 Learners were unable to achieve both marks, they merely quoted from the poem. They could not interpret the idea of 'playing some twisted games' in their own words.

Q 6.2.7 Learners were unable to explain what is meant by 'cloudy lifetime'

Q 6.2.8 Learners could not discuss whether the title 'Hard to find' is suitable or not.

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

Teachers must assist learners to analyze the poem by looking at the structure of the poem, vocabulary, figures of speech, theme/s, etc.

The past papers should be used as a reference when developing classroom activities which will assist in developing learners' understanding.

Learners should be taught how to craft their discussions when answering theme and open-ended questions. They must be taught the skill of stating a point, elaborating on it and supporting it through factually correct information.

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

The poem Hard to find was badly answered in comparison to the Slave dealer. Learners struggled with abstract concepts. They could not explain the ideas in the poem.

Focusing on figurative language and/or imagery is key when teaching poetry. Teachers should encourage learners to clearly indicate the stance they are taking when discussing their views and support with facts from the text (poem).