Province of the
**EASTERN CAPE**
EDUCATION

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# EXAMINER'S REPORT

| **SUBJECT:** | ENGLISH FIRST ADDITIONAL LANGUAGE |
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| **GRADE:** | 12 | **PAPER:** | 2 |
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| **DATE OF EXAMINATION:** | NOV 2008 | **DURATION:** | 2 hours |
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1. **ANALYSIS OF QUESTION BY QUESTION PERFORMANCE OF THE CANDIDATES**

    Give a detailed account of how the candidates performed in each question.  In doing this, the following steps should be followed:
    1.1    The aim/objective for setting the question (what skills, knowledge, values and attitudes were being tested by asking the question)
    1.2    Relevance or relation of the question to the LOs and ASs.
    1.3    How did the candidates perform in the question?
    1.4    Where and how did candidates lack or fall in giving an appropriate answer to score high marks in the question?

## QUESTION 1

Candidates' performance was medium to high.  Q. 1.5.2, 1.8 and 1.12.2 were answered wrongly by many.  Background references should be made during the teaching of poetry.  A sound knowledge of figures of speech (especially the uncommon ones) and the ability to paraphrase should also be emphasized by the practitioners..

## QUESTION 2

Q. 2.2.3 and 2.2.4 needed evaluation skills and was not answered satisfactorily. Mere repetition of the simile eg. 'The soldiers are compared to cattle' is not enough. 2.6 needed an in depth understanding of the poem as well as vocabulary power (to find the right word in the content) and learners struggled in that.  In 2.4 learners repeated the question as dusk is a symbol of death.  They must know how to interpret symbols in literature contextually.  On the whole performance was medium to high.

**QUESTION 3**

Performance was low to medium with a few high scoring ones.  Learners shpuld be able to <u>compare</u> and <u>contract</u>, show an understanding of two stories given and interpret questions by noting the limiting words and other features.  Many could not explain hyperbole in 3.4.2 due to long incompetence and the skill to interpret figuratively.  3.11 and 3.3.1 did not score well.  The idea of choice in 3.3.1 was not expressed explicitly due to lack of interpretative skills of candidates.  3.1.2.6 was difficult for the majority of candidates.  If candidates require word power through intensive reading they would be able to answer this.

**QUESTION 4**

Many avoided this question and those who attempted it scored average.  LO 3 with the AS5 must be stressed in schools so that learners acquire proper writing skills.  This should go together with LO 3 and LO 4 where they should have knowledge and evaluation skills combined with language ability and presentation skills.

**QUESTION 5**

Medium to high performance was noted in this question.  Problems were experienced in Q. 5.6 where learners were expected to analyse and interpret the context in terms of the story as a whole.  In 5.16 a few learners ignored the instruction not to quote.

**QUESTION 6**

This question was answered by very few learners.  Perhaps candidates found the development of a character in a story challenging and beyond their capacity.  It could also be due to the choice given to them between Q.6 and Q.5.

**QUESTION 7**

Average poor performance.  In 7.2.2 learners did not link the questions to 7.2.1 and analyse the irony of the statement given.  Instead they came up with the irony in the extract i.e. human beings being given dog food.  Learners need to apply their knowledge of irony when doing specific questions like this.  This becomes evident in 7.3.2 too.  7.8.2 needed an explanation of the resolutions being justifiable but some learners wrote "it was not justifiable" which is incorrect.

**QUESTION 8**

This was attempted by a few learners.  It was an average high performance.  Most of the points in the memo were reflected in the answers.  Learners showed a grip of the story line and an understanding of the context in its political and cultural aspects.

**QUESTION 9**

Learners scored average to high mostly. Some struggled with Q 9.2.1 and 9.2.2 as they could not indentify phrases. Dramatic irony needs to be taught in its context and this was the reason for a poor score in 9.5.1 and 9.5.2. The cloze questions demanded the correct vocabulary to suit the context, hence not everyone could answer this. 9.10.2 and 9.12 needed an analysis of the metaphor in its context and using own words to indicate the meaning of expressions from the text.

**QUESTION 10**

Those who attempted it scored good marks with very few exceptions. A knowledge of the story together with an in depth knowledge of the characters helped them to do justice to this question.

**ADVICE TO EDUCATORS IN HELPING THE LEARNERS TO REACH THE EXPECTED LEVEL.**

Memo should be discussed and closed before marking commences, otherwise it disadvantages learners who are marked first. Give learners a list of words to choose from in cloze questions to avoid them lingering arround for answers. Teachers should stress on how irony and other figures of speech questions are answered. T/F questions should be marked according to the appropriate response given with it. Marking the paper was an enriching, empowering experience.

**OTHER COMMENTS**

**SIGNATURE OF EXAMINER/MODERATOR: ………………………………...………**