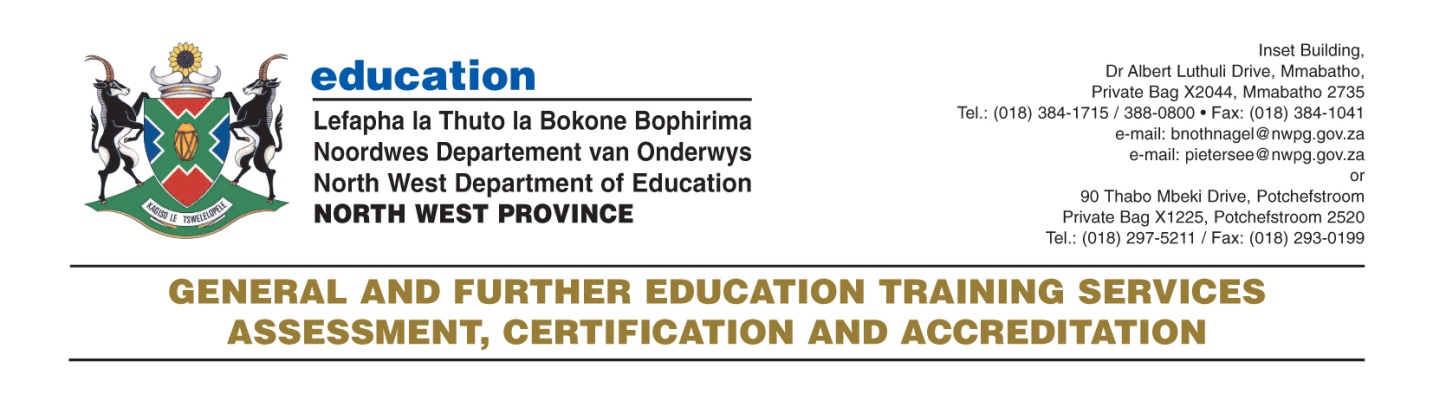
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**REPORT FORMAT**

**SECTION 1**

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

* In general the question paper was well received by the candidates. The length of the question paper was reasonably sufficient and presented the candidates with good basis in literature analysis as well as the opportunity to pass. Interview from the educators of the neighbouring schools bears testimony that the candidates were able to complete the paper during the time allocated.
* Evidence from the scripts marked indicates that the candidates managed to answer all the questions.
* All the essay choice questions of both novel and drama are of equal level of difficulty for fairness and to eliminate unfair advantage to some candidates.
* All the contextual choice questions of both novel and drama are assessing similar cognitive levels for fair advantage to all the candidates.

**SECTION 2**

**(Comments on candidates’ performance in the five individual sub questions (a) – (e) will be provided below. Comments will be provided for each question on a separate sheet.)**

**QUESTION 1**

|  |
| --- |
| **(a) General comments on the performance of learners in the specific question.** |

* The graph included in this question clarifies the general performance of the candidates in this essay question. It shows the average percentage of this poetry essay question.

|  |
| --- |
| **(b) Reasons why the question was poorly answered. Specific examples, common   errors and misconceptions are indicated.**   1. **Suggestions for improvement in relation to Teaching and Learning.** |

Q.1

* Only a few candidates, about 23.3% failed to discuss and relate the feeling of the poet about ‘mosadi wa letagwa’.

SUGGESTIONS:

* Learners need to be equipped with the skills of how to identify the feeling of the poet about the poem from the stanzas provided.
* Educators need to drill and teach different features and aspects of poetry, as well as how to analyze a poem.

|  |
| --- |
| **(d) Other specific observations relating to responses of learners.** |

* Some candidates did not analyse the poem as expected, but seem to rewrite the stanzas of the poem as provided.
* The other reason could be attributed to the fact that some candidates were not trained in analyzing essay questions. Learners should always be encouraged to underline key words in a question before they answer so that relevant answers are provided.

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

* Educators need to drill and teach different features and aspects of poetry, as well as how to analyze a poem.
* Teach the skills of how to identify and recognize the feeling of the poet about the poem.
* Train learners in analysing and how to answer essay questions.
* Educators need to train learners on how to apply what they have learned in class to new situations.

**QUESTION 2**

|  |
| --- |
| **(a) General comments on the performance of learners in the specific question.** |

* The graph included in this question clarifies the general performance of the candidates on all the sub question of this question. It shows the average percentages obtained per sub question.

|  |
| --- |
| **(b) Reasons why the question was poorly answered. Specific examples, common   errors and misconceptions are indicated.**   1. **Suggestions for improvement in relation to Teaching and Learning.** |

Q. 2.2

* Only 5.6% performed well on this question as they managed to provide the importance of the poetic feature used in 8.

SUGGESTIONS:

* Candidates need to be provided with the skills of identifying the importance of the poetic features in relation to the contents of the poem.

Q. 2.3

* Candidates failed to write the rhyme pattern of the first stanza of the poem.

SUGGESTIONS:

* Provide the learners with the basic skills of how to identify the correct rhyme pattern of the stanzas of the poem.

Q. 2.4

* Candidates failed to indicate the importance of the poetic feature used in line 21.

SUGGESTIONS:

* Provide the learners with the basic skills of how to identify the poetic features and their importance as applied in the poem.

|  |
| --- |
| **(d) Other specific observations relating to responses of learners.** |

* Some candidates’ answers show that they do not know the poetry features and their importance.
* Majority of candidates did not give reasons for their answers hence the dismal performance on this question.

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

* Educators need to teach the learners all the features of poetry in contexts on all the prescribed poems.
* Read and critically analyse the different selected poems with the learners.
* Teach learners to always give a reason for questions based on feelings. Mark allocation should always be used as a guide to how they respond to questions.

**QUESTION 3**

|  |
| --- |
| **(a) General comments on the performance of learners in the specific question.** |

* The graph included in this question clarifies the general performance of the candidates on all the sub question of this question. It shows the average percentages obtained per sub question.

|  |
| --- |
| **(b) Reasons why the question was poorly answered. Specific examples, common   errors and misconceptions are indicated.**  **(c) Suggestions for improvement in relation to Teaching and Learning.** |

Q. 3.2

* On this sub question, candidates failed to define the concepts that form the sonnet.

SUGGESTIONS:

* Teach learners the meaning of different poetic concepts and features in different poems.

Q 3.3

* Candidates failed to indicate the importance of the poetic feature used in line 10.

SUGGESTIONS:

* Provide the learners with the basic skills of how to identify the poetic features and their importance as applied in the poem.

|  |
| --- |
| **(d) Other specific observations relating to responses of learners.** |

* Candidates seem to give the importance of the figure of speech in isolation from the contents of the poem.

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

* Assist and show learners how to identify the different figures of speech, as well as the importance of these figures of speech.
* Emphasize the need to know the importance of different features that are used in contexts.

**QUESTION 4**

|  |
| --- |
| **(a) General comments on the performance of learners in the specific question.** |

* The graph included in this question clarifies the general performance of the candidates on all the sub question of this question. It shows the average percentages obtained per sub question.

|  |
| --- |
| **(b) Reasons why the question was poorly answered. Specific examples, common   errors and misconceptions are indicated.**  **(c) Suggestions for improvement in relation to Teaching and Learning.** |

Q. 4.2

* Candidates failed to write the correct rhyme pattern of the first stanza of the poem.

SUGGESTIONS:

* Provide the learners with the basic skills of how to identify the poetic features such as rhyme and their importance as applied in the poem.

Q. 4.3

* Candidates were unable to mention the importance of the poetic feature in lines 13 and 14.

SUGGESTIONS:

* Learners need more exposure and exercises to practice how to analyse poems as well as to give the importance of these features.

|  |
| --- |
| **(d) Other specific observations relating to responses of learners.** |

* Generally, questions based on the identification of poetic devices were not well answered as learners are still struggling with the importance of these aspects.

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

* Educators need to explain each poem line by line to the learners and also assist them to identify different features of poetry and figures of speech.
* Assist learners with the importance of the figures of speech and the features of poetry when they are in contexts in a poem.

**QUESTION 5**

|  |
| --- |
| **(a) General comments on the performance of learners in the specific question.** |

* The graph included in this question clarifies the general performance of the candidates in this essay question. It shows the average percentages obtained on this poetry essay question.

|  |
| --- |
| **(b) Reasons why the question was poorly answered. Specific examples, common   errors and misconceptions are indicated.**  **(c) Suggestions for improvement in relation to Teaching and Learning.** |

Q. 5

* A few candidates failed to discuss and relate the feeling of the poet about ‘bosiela’.

SUGGESTIONS:

* This could be attributed to the fact that they read the poem without understanding. Some could not interpret the poem well, hence they copied the poem as is.

|  |
| --- |
| **(d) Other specific observations relating to responses of learners.** |

* Learners should be given more exercises on interpretation of the text and reasoning of facts. Learners should be trained and assessed thoroughly on these skills.

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

* Teach the learners the basic skills of how to interpret and analyse a poem in order to make meaning out of it.
* Educators need to explain each poem line by line to the learners and also assist them to identify different features of poetry and figures of speech.

**QUESTION 6**

|  |
| --- |
| **(a) General comments on the performance of learners in the specific question.** |

* The graph included in this question clarifies the general performance of the candidates on all the sub question of this question. It shows the average percentages obtained per sub question.

|  |
| --- |
| **(b) Reasons why the question was poorly answered. Specific examples, common   errors and misconceptions are indicated.**  **(c) Suggestions for improvement in relation to Teaching and Learning.** |

Q. 6.3

* Candidates were unable to mention the importance of the poetic feature in line 8.

SUGGESTIONS:

* Learners need more exposure and exercises to practice how to analyse poems as well as to give the importance of these features.

|  |
| --- |
| **(d) Other specific observations relating to responses of learners.** |

* Generally, questions based on the identification of poetic devices were not well answered as learners are still struggling with the importance of these aspects.

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

* Educators need to explain each poem line by line to the learners and also assist them to identify different features of poetry and figures of speech.
* Teach the learners the basic skills of how to interpret and analyse a poem in order to make meaning out of it.
* Assist learners on how to identify the message of the poem and they should give a reason for that.

**QUESTION 7**

|  |
| --- |
| **(a) General comments on the performance of learners in the specific question.** |

* The graph included in this question clarifies the general performance of the candidates in this essay question. It shows the average percentages obtained on this novel essay question.

|  |
| --- |
| **(b) Reasons why the question was poorly answered. Specific examples, common   errors and misconceptions are indicated.**  **(c) Suggestions for improvement in relation to Teaching and Learning.** |

Q. 7

* Only a few candidates were unable to write about the contribution of ‘mosadimogolo Ijelele’ and ‘Mmasepanapodi’ in raising ‘Motswagauteng’.

SUGGESTIONS:

* Assist learners with the basic skills on how to interpret and analyse a novel.

|  |
| --- |
| **(d) Other specific observations relating to responses of learners.** |

* The candidates seem to discuss the plot of Leba Seipone in general and they do not link the plot to the events of the novel and the reasons that makes them happen.

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

* The educators need to teach learners on how to interpret and analyse a novel.
* Assist learners with the basic skills on how to identify the different features of a novel in contexts.

**QUESTION 8**

|  |
| --- |
| **(a) General comments on the performance of learners in the specific question.** |

* The graph included in this question clarifies the general performance of the candidates on all the sub question of this question. It shows the average percentages obtained per sub question.

|  |
| --- |
| **(b) Reasons why the question was poorly answered. Specific examples, common   errors and misconceptions are indicated.**  **(c) Suggestions for improvement in relation to Teaching and Learning.** |

Q. 8.1

* Most candidates were unable to mention what Motswagauteng calls himself at the end of the novel.

SUGGESTIONS:

* In order to give what Motswagauteng calls himself at the end of the novel, candidates need to have a deep knowledge of the contents of the novel.

Q 8.11

* Candidates did not mention what they have learned from the character called ‘Sepoko’.

SUGGESTIONS:

* Failure to provide the correct answer could be caused by lack of analysing and interpretation skills from the candidates.

|  |
| --- |
| **(d) Other specific observations relating to responses of learners.** |

* The educators need to teach learners on how to interpret and analyse a novel.
* Assist learners with the basic skills on how to identify the different features of a novel in contexts.

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

* The educators need to teach learners on how to interpret and analyse a novel.
* Assist learners with the basic skills on how to identify the different features of a novel in contexts.
* Teach learners on how to analyse the novel and the language of the writer.

**QUESTION 9**

|  |
| --- |
| **(a) General comments on the performance of learners in the specific question.** |

* The graph included in this question clarifies the general performance of the candidates in this essay question. It shows the average percentages obtained on this novel essay question.

|  |
| --- |
| **(b) Reasons why the question was poorly answered. Specific examples, common   errors and misconceptions are indicated.**   1. **Suggestions for improvement in relation to Teaching and Learning.** |

Q. 9

* A few candidates failed to analyse how Omphile Umphi Modise was raised by different people based on the events of the novel.

SUGGESTIONS:

* The reason could be that candidates failed to analyse the question hence they wrote everything that they knew about the novel. Another reason could be that they do not have analysing skills.

|  |
| --- |
| **(d) Other specific observations relating to responses of learners.** |

* The candidates narrate the plot of “Omphile Umphi Modise” from the beginning to the end and do not specify how Omphile Umphi Modise was raised by different people based on the events of the novel

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

* The educators need to teach learners on how to interpret and analyse a novel.
* Assist learners with the basic skills on how to identify the different features of a novel in contexts.
* Learners should be given more exercises on interpretation of the text and reasoning of facts. Learners should be trained and assessed continuously on these skills.

**QUESTION 10**

|  |
| --- |
| **(a) General comments on the performance of learners in the specific question.** |

* The graph included in this question clarifies the general performance of the candidates on all the sub question of this question. It shows the average percentages obtained per sub question.

|  |
| --- |
| **(b) Reasons why the question was poorly answered. Specific examples, common   errors and misconceptions are indicated.**  **(c) Suggestions for improvement in relation to Teaching and Learning.** |

Q. 10.1

* A few candidates failed to state the importance of ‘Mokgatlho wa Baitiredi’.

SUGGESTIONS:

* This poor performance could also be attributed to lack of analysing and interpretation skills.

Q. 10.8

* A few candidates failed to identify the relationship between the names ‘Umphi’ and ‘Omphile Modise’.

SUGGESTIONS:

* This poor performance could also be attributed to lack of analysing and interpretation skills.

Q. 10.9

* A few candidates failed to state how the contribution of the character ‘Borume’ leads to the continuation of the plot of the novel.

SUGGESTIONS:

* This poor performance could also be attributed to lack of analysing and interpretation skills.

|  |
| --- |
| **(d) Other specific observations relating to responses of learners.** |

* Their responses were not well structured as they write about everything about the novel without focusing on the question.

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

* The educators need to teach learners on how to interpret and analyse a novel.
* Assist learners with the basic skills on how to identify the different features of a novel in contexts.

**QUESTION 11**

|  |
| --- |
| **(a) General comments on the performance of learners in the specific question.** |

* The graph included in this question clarifies the general performance of the candidates in this essay question. It shows the average percentages obtained on this novel essay question.

|  |
| --- |
| **(b) Reasons why the question was poorly answered. Specific examples, common   errors and misconceptions are indicated.**  **(c) Suggestions for improvement in relation to Teaching and Learning.** |

Q. 11

* Candidates who did not do well in this question failed to state how Masego raised Sello with the support of ‘Vusi’ and the Lazar’s family’.

SUGGESTIONS:

* This could be attributed to the fact that candidates lacked interpretation and analysing skills. Educators should continuously train learners in how to critically analyse their set-works. They should always give learners all possible examination questions based on their setworks to respond to in order to ensure that they are properly trained in answering such questions.

|  |
| --- |
| **(d) Other specific observations relating to responses of learners.** |

* Candidates seem to give a general explanation of the novel from the beginning to the end but they do not state how Masego raised Sello with the support of ‘Vusi’ and the Lazar’s family.

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

* The educators need to teach learners on how to interpret and analyse a novel.
* Assist learners with the basic skills on how to identify the different features of a novel in contexts.

**QUESTION 12**

|  |
| --- |
| **(a) General comments on the performance of learners in the specific question.** |

* The graph included in this question clarifies the general performance of the candidates on all the sub question of this question. It shows the average percentages obtained per sub question.

|  |
| --- |
| **(b) Reasons why the question was poorly answered. Specific examples, common   errors and misconceptions are indicated.**   1. **Suggestions for improvement in relation to Teaching and Learning.** |

Q. 12.1

* The candidates failed to mention the facts about how Sello was the slave to sleeping.

SUGGESTIONS:

* The educators need to teach learners on how to interpret and analyse a novel.

Q. 12.7

* Most candidates did not give the reason why ‘base Schalk’ beat ‘Kgabo Motsepe’.

SUGGESTIONS:

* This shows that learners have little knowledge of the events of the novel.

Q. 12.8

* Candidates did not mention the facts about the facial appearance of Sello.

SUGGESTIONS:

* The educators need to teach learners on how to interpret and analyse a novel.

Q. 12.9

* They did not state the facts about the behavioural character of Sello.

SUGGESTIONS:

* This is due to the fact that candidates lacked analysing and interpretation skills.

|  |
| --- |
| **(d) Other specific observations relating to responses of learners.** |

* The educators need to teach learners on how to interpret and analyse a novel.
* Assist learners with the basic skills on how to identify the different features of a novel in contexts.

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

* The educators need to teach learners the basic skills on how to interpret and analyse a drama.
* Assist learners with the basic skills on how to identify the different features of a drama in contexts.

**QUESTION 13**

|  |
| --- |
| **(a) General comments on the performance of learners in the specific question.** |

* The graph included in this question clarifies the general performance of the candidates in this essay question. It shows the average percentages obtained on this drama essay question.

|  |
| --- |
| **(b) Reasons why the question was poorly answered. Specific examples, common   errors and misconceptions are indicated.**   1. **Suggestions for improvement in relation to Teaching and Learning.** |

Q. 13

* Candidates who did not do well in this question failed to state the truth in the proverb ‘leina lebe seromo’ based on the short story ‘Batho ga ba tshwane’.

SUGGESTIONS:

* Most of the candidates write about the short story in general and do not relate the events of the short story to the question.

|  |
| --- |
| **(d) Other specific observations relating to responses of learners.** |

* Candidates write about the short story ‘‘Batho ga ba tshwane’ in general and do not relate it to the question based on the events of the novel.

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

* The educators need to teach learners the basic skills on how to interpret and analyse a drama.
* Assist learners with the basic skills on how to identify the different features of a drama in contexts.

**QUESTION 14**

|  |
| --- |
| **(a) General comments on the performance of learners in the specific question.** |

* The graph included in this question clarifies the general performance of the candidates on all the sub question of this question. It shows the average percentages obtained per sub question.

|  |
| --- |
| **(b) Reasons why the question was poorly answered. Specific examples, common   errors and misconceptions are indicated.**   1. **Suggestions for improvement in relation to Teaching and Learning.** |

Q. 14

* In general, most candidates did well on this contextual question.

SUGGESTIONS:

* Good performance could be attributed to the tireless efforts of educators.

|  |
| --- |
| **(d) Other specific observations relating to responses of learners.** |

* Generally, learners who did not do well on this question show lack of analysing and interpretation skills.

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

* The educators need to teach learners on how to interpret and analyse a novel.
* Assist learners with the basic skills on how to identify the different features of a novel in contexts.

**QUESTION 15**

|  |
| --- |
| **(a) General comments on the performance of learners in the specific question.** |

* The graph included in this question clarifies the general performance of the candidates in this essay question. It shows the average percentages obtained on this drama essay question.

|  |
| --- |
| **(b) Reasons why the question was poorly answered. Specific examples, common   errors and misconceptions are indicated.**  **(c) Suggestions for improvement in relation to Teaching and Learning.** |

Q. 15

* Candidates who did not do well in this question did not give an analysis of the truth about the proverb ‘leina lebe seromo’ based on the character ‘Motsamai’ and the events of the novel.

SUGGESTIONS:

* Failure to do well on this question could be attributed to the lack of analysing and interpretation skills from the candidates.

|  |
| --- |
| **(d) Other specific observations relating to responses of learners.** |

* Majority of candidates’ responses were jumbled, not well structured. They write everything they know about the storyline.
* The language used by candidates is generally poor.

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

* The educators need to teach learners the basic skills on how to interpret and analyse a drama.
* Assist learners with the basic skills on how to identify the different features of a drama in contexts.

**QUESTION 16**

|  |
| --- |
| **(a) General comments on the performance of learners in the specific question.** |

The graph included in this question clarifies the general performance of the candidates on all the sub question of this question. It shows the average percentages obtained per sub question.

|  |
| --- |
| **(b) Reasons why the question was poorly answered. Specific examples, common   errors and misconceptions are indicated.**  **(c) Suggestions for improvement in relation to Teaching and Learning.** |

Q. 16.7

* Candidates who did not do well in this question failed to state the feeling that ‘Motsamai’ depicted when he was speaking to ‘Angeline’.

SUGGESTIONS:

* This could also be attributed to the fact that candidates lacked analytical and interpretation skills.

Q. 16.8

* Some candidates did not state how the behavioural character of ‘Motsamai’ of refusing to listen to the advice, triggered the theme of the novel.

SUGGESTIONS:

* Candidates who di not do well on this question show lack of analytical and interpretation skills.

|  |
| --- |
| **(d) Other specific observations relating to responses of learners.** |

* Most candidates’ answers were irrelevant. Their answers were not structured.

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

* The educators need to teach learners on how to interpret and analyse a novel.
* Assist learners with the basic skills on how to identify the different features of a novel in contexts.
* Learners should be trained on how to analyse and structure their questions.
* Indicate learners’ mistakes in all their writings so that their language improves.

**COVERAGE OF LEARNING OUTCOMES AND ASSESSMENT STANDARDS (TABLE)**

|  |  |  |  |
| --- | --- | --- | --- |
| **LO** | **TOPIC** | **QUESTION** | **MARKS** |
| (2 & 3) | POETRY | 1-6 | 60 |
| (2 & 3) | NOVEL | 7-12 | 150 |
| (2 & 3) | DRAMA | 13-16 | 100 |
|  |  |  |  |