basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

QUALITATIVE ANALYSIS OF LEARNER RESPONSES

AND

EVALUATION OF THE QUESTION PAPERS (PER PAPER)

NATIONAL SENIOR CERTIFICATE 2025

WESTERN CAPE EDUCATION DEPARTMENT

SUBJECT	**ENGLISH FIRST ADDITIONAL LANGUAGE**		
QUESTION PAPER	**1**	**2**	**3**
DURATION OF PAPER	**2½ HOURS**		
INTERNAL MODERATOR	**HUGH G ABELS**		
CHIEF MARKER	**CARMICHELLE R FRANSCH**		
DATES OF MARKING	**FROM: 29 NOVEMBER 2025**	**TO: 10 DECEMBER 2025**	
HEAD OF EXAMINATION	**MS LM BREDENKAMP**		

REPORT 2: QUALITATIVE ANALYSIS OF LEARNER RESPONSES

SECTION 1: ***(GENERAL OVERVIEW OF LEARNER PERFORMANCE IN THE QUESTION PAPER AS A WHOLE)***

The question paper was well balanced and no one question was less difficult than the rest as cognitive levels were within the norm as prescribed by the CAPS document. Critical language engagement was well tested throughout the question paper which, in fact, made it quite difficult for candidates use the text as a comprehension test. Answers had to be well constructed and is

evidence that the question paper was of a high quality.

The per item analysis shows an average percentage of 44% and it is thus expected that candidates will be performing worse than in 2024 when the per item analysis indicated a 48% average, which translated to a provincial average of 39,6% for Paper Two. It must be noted that certain genres are more popular than others and that questions four, five and six were the most popular questions answered. These are also questions that, because of the huge number of candidates, do not always perform well.

SECTION 2: *COMMENT ON CANDIDATES' PERFORMANCE IN INDIVIDUAL QUESTIONS*

(It is expected that a comment will be provided for each question)

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
When looking at the per item analysis of 2025 the average performance of the question is 43,5%. This is not as good as the performance in this question as last year when the average was 48%. This means that the performance in this question, although not as well as last year, is still quite a good performance.
(b) Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
As stated previously the poor performance in this question and across the paper is largely due to the poor performance in the questions relating to Irony – 2 or 0 Marks, Character identification and substantiating – 2 marks, relevance of the figure of speech – 2 marks and the open-ended "Discuss your view" questions 2 x 3 Marks. This means that a candidate may lose a maximum of 12 marks if not well prepared. It must, however, be added that only the irony question is a 2 or 0 question. In the other question a candidate may score at least one for a partially correct answer.
(c) Provide suggestions for improvement in relation to Teaching and Learning.
As always, ALL figures of speech as encapsulated in the CAPS document, should be taught together with relevance or significance of said figure of speech to the text. The learner should also be able to link the figure of speech back to text with the mentioning of appropriate names and /or sounds. Expressions such as: ***Just like; in the same way that/as; similar to***, should be taught in order to show that the learner is able to make a comparison to an object that shows understanding of the figure of speech. There should be a link to the line from the text. E.g **Something in the voice must have touched Msimangu** **QUESTION: a) Identify the figure of speech in this line.**

b) Explain why the figure of speech is relevant in this extract.

ANSWER : a) Metaphor / Personification

b) Just as someone who is affected by the generosity of another person, Msiimangu is emotionally affected by Stephen's refence to his kindness.

OR

Just as something that is animate has a physical presence/ is able to touch, similarly Kumalo's humble voice is given the animate/ physical ability to touch Msimangu

Also, the skill of identifying a theme as well as characterization and substantiation should be taught. Attitudes as well as and State of mind questions are still important.

Although a large range of sources should be utilised by educators, teachers should not set store by these resources and learners should be taught the skill of inference.

Candidates should also be taught the skill of being able to explain why certain actions happen.

Learners should be taught the skill of being able to recognise themes and should be familiar with all examples of these themes within the novels.

These skills need to be taught from grade 8 to 12. This will allow for candidates/learners be to better prepared for grade 12.

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

When answering the open-ended questions, learners should be able to open a line of argument and, together with evidence from the novel, take a stand be able to defend said stand. Merely mentioning same examples from the novel, drama, short story or poem will result in a badly answered question which will result in a less than well substantiated answer.

Irony questions should be answered using both parts of irony. That means that the expectation as well as the reality should be mentioned using word that indicate the opposite e.g. **although; however; but and yet** to name a few. This is a 2 or 0 answer.

QUESTION 2

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

When looking at the per item analysis of 2025 the average performance of question two is 44 %. This is a better performance than last year when the average was 39%.

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

There is no evidence to suggest the question was poorly answered and it is evident that learners were better prepared than last year.

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

As always, ALL figures of speech as encapsulated in the CAPS document, should be taught together with relevance or significance of said figure of speech to the text. The learner should also be able to link the figure of speech back to text with the mentioning of appropriate names and /or sounds. Expressions such as: ***Just like; in the same way that/as; similar to***, should be taught in order to show that the learner is able to make a comparison to an object that shows understanding of the figure of speech. See example in Q1

Also, the skill of identifying a theme as well as characterization and substantiation should be taught. Attitudes as well as and State of mind questions are still important.

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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.

When answering the open-ended questions, learners should be able to open a line of argument and, together with evidence from the novel, take a stand be able to defend said stand. Merely mentioning same examples from the novel, drama, short story or poem will result in a badly answered question which will result in a less than well substantiated answer.

QUESTION 3

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

Normally this question is answered as well as the previous year and this year it pleases me to report in improvement in the ITEM ANALYSIS average which might indicate that candidates might have answered questions as well as previously. The ITEM ANALYSIS average for 2025 is 58% against 56% in 2024. This indicates that this particular question might have seen an improvement in overall performance.

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

There is little to no evidence to indicate that the question was poorly answered. That being said, it should be noted that only 5 schools in the province according to recent data received, still study Macbeth.

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

As always, ALL figures of speech as encapsulated in the CAPS document, should be taught together with relevance or significance of said figure of speech to the text. The learner should also be able to link the figure of speech back to text with the mentioning of appropriate names and /or sounds. Expressions such as: ***Just like; in the same way that/as; similar to***, should be taught in order to show that the learner is able to make a comparison to an object that shows understanding of the figure of speech. See Q1

Also, the skill of identifying a theme as well as characterization and substantiation should be taught. Attitudes as well as and State of mind questions are still important.

Although a large range of sources should be utilised by educators, teachers should not set store by these resources and learners should be taught the skill of inference.

Candidates should also be taught the skill of being able to explain why certain actions happen.

Learners should be taught the skill of being able to recognise themes and should be familiar with all examples of these themes within the Drama

These skills need to be taught from grade 8 to 12. This will allow for candidates/learners be to better prepared for grade 12.

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

Within the study of the dramas the role of the director is emphasised. A question on the directing of the characters is included and is genre specific. Learners are asked to direct a character in a specific situation. Normally a line refence is provided as anchor and the learner should be able to identify and mention two specific actions that a character can do. For e.g.: **Refer to lines x to y. If you were the director of the play, what would you tell the character to do. Mention two actions.** These actions should be relevant and in context. No general or universal actions like look angry or use gestures or body language are recognised as correct actions. Prescribed actions should be specific, relevant and fit the context of the situation and should read: ***I would tell Character to open his eyes wide*** and ***Character should point in the direction of the woods***.

QUESTION 4

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

Normally this question is not answered as well as the three aforementioned questions, and this year they performed slightly worse than last year according the RASCH average. The RASCH average for 2025 is 44%, as opposed to the 47% in 2024.

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

The drop in average can be attuned to the fact that learners were not as well prepared this year. This is evident in the way the candidates approached the question. The extract was used as a comprehension and the larger part of the candidates had very little knowledge of the content of the drama. The very question that was supposed to help the candidates and test their knowledge of the drama; Question1, which is the mix and match question) was poorly answered. Also, the "Discuss your view" (Open-ended) question, which also tests deep knowledge of content was not answered well, as candidates often just gloss over specifics and tend to answer the question in a universal fashion – not referring to characters and their actions.

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

As always, ALL figures of speech as encapsulated in the CAPS document, should be taught together with relevance or significance of said figure of speech to the text. The learner should also be able to link the figure of speech back to text with the mentioning of appropriate names and /or sounds. Expressions such as: ***Just like; in the same way that/as; similar to***, should be taught in order to show that the learner is able to make a comparison to an object that shows understanding of the figure of speech. See Q1

Also, the skill of identifying a theme as well as characterization and substantiation should be taught. Attitudes as well as and State of mind questions are still important.

Although a large range of sources should be utilised by educators, teachers should not set store by these resources and learners should be taught the skill of inference.

Candidates should also be taught the skill of being able to explain why certain actions happen.

Learners should be taught the skill of being able to recognise themes and should be familiar with all examples of these themes within the Drama

These skills need to be taught from grade 8 to 12. This will allow for candidates/learners be to better prepared for grade 12.

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

Within the study of the dramas the role of the director is emphasised. A question on the directing of the characters is included and is genre specific. Learners are asked to direct a character in a specific situation. Normally a line refence is provided as anchor and the learner should be able to identify and mention two specific actions that a character can do. For e.g.: **Refer to lines x to y. If you were the director of the play, what would you tell the character to do. Mention two actions.** These actions should be relevant and in context. No general or universal actions like look angry or use gestures or body language are recognised as correct actions. Prescribed actions should be **specific**, **relevant** and **fit the context of the situation** and should read: ***I would tell Character to open his/her eyes wide*** and ***Character should point in the direction of the woods***.

QUESTION 5

(a) General comment on the performance of learners in the specific question. Was the

question well answered or poorly answered?

The RASCH for this question for 2025 shows a slight decrease from a 51% average in 2024 to 47% in 2025. The question was not answered poorly but there are some issues that need to be addressed.

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

The issues that need to be addressed are the same for all questions – the lack of content knowledge. Candidates tend to see the extract as a comprehension, and this together with the fact that learners have a lack of necessary vocabulary influences the performance in the question to a large extent. Learners also tend to mix up characters from different short stories, which influence their performance as well, as answers are incorrect.

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

It is imperative for candidates to have intimate knowledge of the short stories and that candidate should be able to distinguish between the different characters in the different short stories.

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Also, the skill of identifying a theme as well as characterization and substantiation should be taught. Attitudes as well as and State of mind questions are still important.

Although a large range of sources should be utilised by educators, teachers should not set store by these resources and learners should be taught the skill of inference.

Candidates should also be taught the skill of being able to explain why certain actions happen.

Learners should be taught the skill of being able to recognise themes and should be familiar with all examples of these themes within the Drama

These skills need to be taught from grade 8 to 12. This will allow for candidates/learners be to better prepared for grade 12.

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

When answering the open-ended questions, learners should be able to open a line of argument and, together with evidence from the novel, take a stand be able to defend said stand. Merely mentioning same examples from the novel, drama, short story or poem will result in a badly answered question which will result in a less than well substantiated answer.

QUESTION 6

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

There is a significant decrease in the RASCH average of this question from 50% in 2024 to 38,5% in 2025. The question was not answered as well it could have been.

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

There are quite a number of factors that influences the performance in this question.

- Learners where not knowledgeable about the content of the poems.
- Candidates struggled with the interpretation of what was expected.
- Open-ended questions were poorly answered as candidates' answers were not grounded in the poems, which lead to generalisations and thus marks not fully scored.

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

As with the short stories, learners should know the contents of all poems intimately. The figures of speech and imagery, as well as the structure of the poems should be taught.

It is imperative for candidates to have intimate knowledge of the poems.

As always, ALL figures of speech as encapsulated in the CAPS document, should be taught together with relevance or significance of said figure of speech to the text. The learner should also be able to link the figure of speech back to text with the mentioning of appropriate names and /or sounds. Expressions such as: Just like; in the same way that/as; similar to, should be taught in order to show that the learner is able to make a comparison to an object that shows understanding of the figure of speech. See Q1

Also, the skill of identifying a theme, as well as the ability to present evidence to support said theme, should be taught. Candidates should be able to explain the language of the poems in ordinary language.

Although a large range of sources should be utilised by educators, teachers should not set store by these resources and learners should be taught the skill of inference.

Candidates should also be taught the skill of being able to explain why certain actions happen.

Learners should be taught the skill of being able to recognise themes and should be familiar with all examples of these themes within the Drama

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
When answering the open-ended questions, learners should be able to open a line of argument and, together with evidence from the novel, take a stand be able to defend said stand. Merely mentioning same examples from the novel, drama, short story or poem will result in a badly answered question which will result in a less than well substantiated answer. The language of poetry and the ability to understand and explain the meaning if lines and stanzas is of utmost importance.