



Province of the
EASTERN CAPE
 EDUCATION

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CHIEF MARKER'S REPORT

INSTRUCTIONS

1. The Chief Markers are required to complete this report during the marking session. The aim of the report is to provide a feed back and to help subject advisors and educators to improve teaching and learning.
2. The report should be informed by discussions between the **Chief Marker, moderator, senior markers and markers** of the particular subject. **NB: There should be one report per subject per paper.**
3. The report must be detailed, informative and indicate question by question performance of the candidates and mark distribution of centres.
4. Reference may be made to the topics identified below as well as any aspect the Examiner wishes to bring to the attention of the subject advisors and educators.
5. **The report must be submitted in hard copy and an electronic version to the centre manager at the marking centre.**
6. All markers reports must be handed in with the hard copy.
7. The electronic report should be emailed to varkchan.joseph@edu.ecprov.gov.za
6. The centre managers then forward the reports to the Directorate of Assessment and Examination (Att: Mr. V A Joseph) in King William's Town.

SUBJECT:	ENGLISH HOME LANGUAGE
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GRADE:	12	PAPER:	3
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DATE OF EXAMINATION:	30 Nov 2009	DURATION:	2 ½ 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.
How did the candidates perform in the question?
- 1.3 Where did candidates lack expertise or fail in giving an appropriate answer to score high marks in the question?

QUESTION 1

SECTION A: GENERAL

The following common errors were identified:

- Many clichés (“at the end of the day”, “small fish/big pond”)
- Lack of coherence
- No paragraphs
- “Me and my friends” at the start of a sentence
- Long complicated sentences lacking concord
- Apostrophe not used or used incorrectly
- No knowledge of direct speech
- Redundancy (“I personally think”)
- Repetitive or generic essays, lack of originality
- Spelling errors (“a lot”/ I am” / “as well” / “definitely” / “every time” / “in case” / “receive” / “their”/ “separate” / “in love” / “where and were” / “existence” often misspelt)
- The use of slang or informal language (“stuff” / “guys” / “things” / “cause”)
- Not adhering to the word limit
- Repeating the topic in the introduction
- Switching between tenses within the same paragraph
- Inconsistent pronouns (from “you” to “one” in the same sentence)
- “I was a student that never liked” instead of “who never liked”
- Incomplete sentences or sentence fragments (no finite verb)
- Conjunctions to begin sentences
- Deviation from the topic and not adhering to one style (descriptive to narrative for example)
- Structure: Introduction, Body, Conclusion – not being used, possibly the result of inadequate planning

QUESTIONS

- 1.1 This topic allowed candidates to provide personal responses which enabled weaker candidates to produce satisfactory essays although there is no variety in the responses to the topic, making it very monotonous to mark. These essays were generally well structured as candidates produced coherent essays that provided detailed accounts of their favourite school memories. However, many candidates simply listed memories without elaborating on them while others only wrote about school without focusing on their favourite memories as indicated in the topic.
- 1.2 Few candidates attempted this topic. Those who did tended to provide too much detail about the events leading to the “fun experience” without focusing on the experience itself.
- 1.3 Generally the argumentative skills of candidates who attempted this topic were meritorious. One candidate who responded to this topic was awarded full marks. However, most candidates did not focus on the youth while others ignored the community/country/world part of the topic.
- 1.4 Surprisingly very few candidates selected this topic. Those who did produced essays that were satisfactory though not always very original or interesting. Few responses focused on “a ball is more than just a ball”.
- 1.5 Candidates who responded to this topic did very well and provided insightful and mature responses which were linked to the writing process and the power of the pen as an instrument of writing. Some of the top marks in Section A were awarded for responses to this topic.

- 1.6 Few candidates attempted this topic. Many of those who did simply focused on a daily routine from morning to evening without displaying any further insight or creativity.
- 1.7.1 Candidates were able to make a strong connection between the picture and their essay, interpreting the image as one of team building, unity, co-operation. Several perceptive essays also discussed the concept of exploiting others in order to get to the top. Candidates must avoid simply describing the picture.
- 1.7.2 Not many candidates selected this topic. Those who did tended to extract the word “love” and produced satisfactory essays about the nature of love or different types of love. However, there were also candidates who displayed sufficient insight to address issues related to animal rights and animal abuse. These essays were generally very good.

QUESTION 2

SECTION B: GENERAL

Formatting was a serious problem in this section along with incorrect punctuation, limited vocabulary and poor sentence structure.

2.1 Dialogue

Most candidates displayed extensive knowledge of the requirements of the text and maintained the appropriate tone and register throughout their dialogue. Questions relating to the interviewee’s character or personality were accepted since a full interview could not be written within the given word limit.

The following critical aspects of the dialogue must be taught:

- ✓ The speaker’s name should appear on the left-hand side of the page, followed by a colon to introduce the speaker’s dialogue.
- ✓ A line must be left open between speakers.
- ✓ NO inverted commas should be used.
- ✓ The style, tone and register must be consistent with the context of the dialogue. In terms of topic 2.1, the relationship between the employer and interviewee was formal and the style, tone and register needed to reflect that. This was not always the case.
- ✓ “Please have a sit” was a common error – once again the spelling of basic words is seriously flawed.

2.2 Formal Letter

Some learners misinterpreted the topic and wrote about their own television or radio programme, not a programme that already exists. These candidates were not disadvantaged in terms of content if their **motivation** was convincing. Generally the format of a formal letter was adhered to and candidates produced convincing recommendations. Candidates must be taught to indicate titles using inverted commas or by underlining the title.

The following critical aspects of the formal letter must be taught:

- ✓ The sender’s address must appear on the top right hand side of the page.
- ✓ An address must have the number of the house, the name of the street, the suburb, the city or town and the postal code.

- ✓ The date must be written immediately below the postal code (written out in full).
- ✓ The recipient's title must appear above the address on the right-hand side, e.g. "The Editor".
- ✓ The institution's name must appear after the person's title, e.g. "Teen Years"
- ✓ The date must not be repeated under the recipient's address.
- ✓ Leave a line open before writing the salutation.
- ✓ The salutation should be "Sir/Madam" (although "Dear Sir/Madam", "Dear Editor", "The Editor" were accepted).
- ✓ A brief topic sentence, outlining the purpose of the letter, must follow two lines after the salutation (no "RE" to precede the topic sentence). This sentence must start next to the margin and not in the middle of the page.
- ✓ The topic sentence must not be "Letter to the Editor"
- ✓ The letter should end with "Yours faithfully" (not "Yours sincerely" or any other informal ending).
- ✓ The sender's signature should appear on the next line after "Yours faithfully"
- ✓ The sender's title, their initials and surname must appear on the line after the signature.
- ✓ Learners must "get to the point" instead of writing about irrelevant details that do not comply with the requirements of the text.

2.3 Newspaper Article

The discrepancy between the title of the required text, "Newspaper Article", and the topic, which required an advice column, was addressed at the national memorandum discussion. Candidates could write either a newspaper column or an article in response to the topic. Candidates produced sound advice to the soon-to-be matriculant with the exception of the inevitable clichés associated with this topic. The common problems of inadequate paragraphing and deviation from the topic were identified in this question.

2.4 Obituary

Many candidates did not understand the requirements of an obituary and produced a eulogy instead. In addition, some candidates wrote the obituary from the perspective of the deceased which indicates that they do not have adequate knowledge of the text. Candidates also used malapropisms in their attempts to use formal register. In many responses the deceased's CV was listed with no references to their character or impact on their community or school. The information in this "CV" was factually inaccurate (date of birth, schooling, date of death). Candidates who understood the requirements of an obituary achieved meritorious to outstanding marks for this question but generally it was not well understood.

QUESTION 3.

SECTION C: GENERAL

Candidates who understood the requirements of the texts in this Section and who were able to use the appropriate language and style achieved outstanding levels. However, as was the case in the other Sections, basic vocabulary and knowledge of transactional writing was lacking amongst weaker candidates. Even though this Section encourages creativity, it was felt that some learners used too much colour or coloured over their writing, making it difficult to read. Many of the responses were far too short.

3.1 Flyer

Candidates who selected this topic displayed an adequate knowledge of the requirements of the text although there were often critical oversights: the name of the clothing store was not mentioned, there was no date or time or no contact details were provided.

Furthermore, some candidates created a flyer for a store that was already open and simply advertised the store. There was often insufficient emotive or persuasive language.

3.2 Instructions

Candidates displayed very good knowledge of the requirements of this particular text. It is clear that most candidates have been taught how to give clear instructions in support of the topic. In some cases, however, responses were vague and incoherent.

3.3 Advertisement

Candidates who selected this topic displayed extensive to very good knowledge of the requirements of an advertisement. They used persuasive language and applied advertising techniques. There was generally a clear link to the photograph and many candidates came up with highly original and creative responses to the image. Some candidates could not interpret the photograph beyond its literal meaning.

7. ANY ADVICE THAT YOU COULD GIVE TO EDUCATORS TO HELP LEARNERS TO REACH THE EXPECTED LEVELS.

- Candidates must be taught how to use PUNCTUATION correctly: separate sentences using commas instead of full stops, the use of the apostrophe for omission or possession, inverted commas for direct speech, titles in inverted commas or underline titles.
- Paragraphing continues to be a problem. Candidates must be taught how to write a coherent paragraph.
- Learners must be taught concord.
- Learners should avoid using “e.g.” or “etc.” or “i.e.” throughout their writing.
- Words that are commonly misspelt must be pointed out to learners (the distinction between “live” and “leave” for example)
- Learners must be taught how to write the date correctly. For example on 1 December instead of “on the 1st of December”.
- Capital letters are not used correctly – the pronoun I is often spelt as i while at times capital letters appear mid-sentence and were not restricted to proper nouns. Switching between pronouns within a sentence is a common problem. The use of PRONOUNS must be addressed.
- There was a significant improvement in the planning and editing aspects of the writing process. Planning produced essays that were presentable and well structured. Teachers must emphasise the importance of planning as part of the writing process, even if this planning is not detailed.
- Writing is a disciplined process so teachers must ensure that learners adhere to the word limit and indicate it below their writing.
- Creativity and originality are rewarded and candidates must be given more

opportunities to develop and improve their writing skills. In some cases it appears as though teachers have done no remediation throughout the year. Learners are not adequately prepared for the writing paper, a problem which is exacerbated by pre-existing language and comprehension problems.

- SEE DETAILED QUESTION ANALYSIS ABOVE FOR FURTHER COMMENTS ON EACH SECTION.

8. ANY OTHER COMMENTS

The fact that the Chief Marker was able to attend the national memorandum discussion in Pretoria was invaluable to the preparation and training that was required prior to the start of the marking process. This national discussion provided standards and norms to follow and enabled the Chief Marker to guide the Senior Markers and Markers more effectively. Questions arising from the question paper could be addressed by referring to the feedback that was provided at the discussion.

The Marker training that took place at the marking centre was an important and meaningful activity that facilitated standardization from the outset of the marking process. The Chief Marker, Moderator and Senior Markers led the Markers through the training which helped Markers to adjust their approach to marking the paper in order to award marks that were fair. Thereafter good moderation procedures ensured that discrepancies were identified and corrected as soon as possible.

One marker suggested that excellent responses in this paper be published in an anthology (with the permission of the candidate) and sent to schools as examples of inspiring, creative, varied and technically brilliant writing pieces. Teachers could also benefit from having concrete examples of writing that has achieved outstanding marks.

In some cases it was clear that some candidates lacked a **basic language foundation**. They were unable to express themselves clearly and struggled to construct a coherent sentence. These candidates displayed no knowledge of the requirements of certain texts, particularly in Sections B and C in terms of format, style, tone and register. This in turn points to a severe lack of subject knowledge and content.

As was reported last year, these serious language barriers should be addressed **before** the candidate reaches Grade 12. Reports generated from the final examinations should not be scrutinized by Grade 12 teachers only; these problems must be brought to the attention of other teachers so that they can be addressed. Furthermore, many candidates were not able to achieve the outcomes at a Home Language level.

SIGNATURE OF EXAMINER/MODERATOR: _____



SIYASEBENZISANA/ WORKING TOGETHER/ SAMEWERKING
Quest for Excellence through high powered performance