



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 FIRST ADDITIONAL LANGUAGE
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GRADE:	12	PAPER:	THREE
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DATE OF EXAMINATION:	30 NOV. 2009	DURATION:	2hrs30min
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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**QUESTION 1.1**

Question 1

- 1) Aim to test learners' ability to express themselves on the issue of a wonderful year.
- 2) Learners answered the question well, with the main focus on "a wonderful matric year."
- 3) Many scored very well on this topic.

QUESTION 1.2

- 1) Aim was to test learners' general knowledge on South Africa's preparedness for the 2010 FIFA World Cup Soccer Tournament and other tournaments of an equal nature.
- 2) Not many learners chose this topic.
- 3) Those who chose this topic did not really express themselves well on how ordinary South Africans benefitted from the hosting of these events. Instead they wrote about their soccer, cricket, rugby and sporting heroes.
- 4) Learners did not score very well in this essay.
- 5) The way in which this question is formed is not concise for the deep rural learners. The topic is a familiar one to them. It is the framing of the question that is proving to be problematic, as evident in marking.
- 6) Deep rural learners, being informed by their immediate depressed socio-economic conditions and grinding poverty realities, simply pessimistically digressed. Instead of focusing on the benefits of the sporting international events in South Africa in 2009, went off on a tangent, and focused instead on 2010 viewing it as a pie in the sky, which will benefit some, mainly the urban citizens, and not all South Africans.

QUESTION 1.3

- 1) Aim was to test learners' ability to look at life positively/ from negative experiences into positive ones.
- 2) Many learners chose this topic, but failed to address the topic on how their failure turned to success. Many just gave a narrative account of their "failed experience" but failed to show how this experience turned out to be successful.
- 3) Results (scoring) varied according to learners' response.

QUESTION 1.4

- 1) Aim was to test the learners' ability to address the issue of saving our environment.
- 2) Many learners chose this topic but misinterpreted the question and generalized about the environment being your personal space. Perhaps if this question was phrased differently eg. Global warming, Weather changes, Effects of Air Pollution etc. Then perhaps the responses from learners would have been more substantial.
- 3) 3) Learners did not score well in this topic.

QUESTION 1.5

- 1) Aim was to test the learners' knowledge about the various types of music.
- 2) This was a popular topic while many learners gave an amiable explanation of their kind of music, many chose "GOSPEL MUSIC" as their favourite. Most stated that they listened to this type of music as a stress reliever. It is as though they were on some quest searching for spirituality.
- 3) Generally learners scored well, because of their wide knowledge of the various music genres including cultural forms of music.

QUESTION 1.6

- 1) Aim of this topic was to relate a terrifying experience.
- 2) Many learners chose this topic. They did not disappoint us in relating hair raising, nail biting, depressing and tear jerking stories.
- 3) Some learners could not distinguish between a terrifying and a traumatic experience.
- 4) Generally learners scored well in this essay.

QUESTION 1.7.1

- 1) The aim of the Photo Essay was to elicit a wide range of realistic responses.
- 2) Many learners chose this topic and mainly related stories about the father figure in their lives.
- 3) There were a few traumatic responses where learners related painful experiences with their father figures in their lives. Many had interesting responses.
- 4) This Photo Essay is very relevant and current to the 16 Days of Activism against Woman Abuse/ Child Abuse and Female Violence.
- 5) Many learners scored well in this question.

QUESTION 1.7.2

- 1) The aim of this topic was to explore learners' responses to various forms of relationships and a few explored the Constitutional rights of individuals to have "other" forms of relationships such as "same sex unions".
- 2) Many learners chose this topic and discussed the merits and the demerits

- 3) of marriage. A few focused on the desirability of having diamond engagement rings to “die for” as they put it.
- 4) Responses ranged from excellent to banal.
- 5) Overall learners scored well.

QUESTION 1.7.3

- 1) The aim of this topic was to explore learners’ ability to elicit a response from an abstract picture. (This topic is suited to advanced learners).
- 2) Many learners chose this Photo Essay.
- 3) Responses mainly centered around the suggested ideas, thus killing creative responses.
- 4) 4) Learners who chose this Photo Essay scored well, however the suggested ideas hampered / hindered creativity in creative writing.

GENERAL

We would recommend that the suggested ideas for the photo essays be left out in future.

Learners have the idea: that these suggestions are:

- (a) subheadings to paragraphs.
- (b) topics on their own.
- (c) These suggestions kill creative responses from the more advanced learner.

SECTION B

QUESTION 2.1

REVIEW

- 1) The aim of this was to test learners’ ability to give knowledgeable responses to a film/book or art form genre.
- 2) Very few learners chose this topic, due to challenges.
- 3) This question was badly answered, due to limited or no exposure to this form of writing.
- 4) Film study and Reviews are a new form of writing that has recently been introduced into the NCS by the Department.
- 5) Consequently responses were poor and learners scored very low marks.

QUESTION 2.2

DIALOGUE

- 1) The aim of this topic was to test learners’ ability to express themselves in a situation of simulated dialogue using the correct format.
- 2) Learners were able to express themselves well as this is a typical and relevant scenario, because they were in matric and are grappling with similar issues.
- 3) Some learners gave unrealistic responses, however on the other hand many gave excellent responses which caused them to score good marks.

QUESTION 2.3**FORMAL LETTER**

- 1) Aim was to test learners' ability to write a formal letter. ie: letter of complaint, using the proper format.
- 2) Topic was very relevant to NCS.
- 3) This question was poorly answered by many. Learners included all the examples in their responses, which was disappointing. The format was mostly wrong. Many did not have recipient address, the opening salutation "Dear Sir/Madam" or the "subject sentence" or the correct closing/concluding salutation, "yours faithfully" this shows that many candidates are unable to write a formal letter, which is disheartening.
- 4) Consequently they scored low marks for this question.

Recommendation:

- a. Yet a more simple and favourite transactional task that is, Informal Letter, could also have been included to set the rural and slow paced learners at ease.
- b. The Store's Address that was not included in Question 2.3 of the formal Letter could cause our disadvantage, slow learners to forfeit a mark or two.

QUESTION 2.4**SPEECH**

- 1) Aim to test ability to communicate in speech format using the proper style and emotive techniques.
- 2) Topic was very relevant to NCS and current Arrive Alive and Road Safety Campaign by government.
- 3) This question was answered by a goodly number of candidates of whom a large number answered it very badly. They did not write speeches, but paragraphs. Learners do not know the basic format of a speech: salutation, introduction, Body, Conclusion. Many efforts were in speech form, but deteriorated into non-sensical responses.
- 4) Consequently learners scored low marks for this question.

Comment: For the deep rural learners framing of this question was difficult to comprehend. It should have been better framed something like this- 'Write out a speech on the importance of road safety'. Words like 'road accidents' in the question have confused the rural learners.

Some of them have written a speech on 'road accidents' instead of 'road safety.'

Deep rural learners that attempted this question have been disadvantaged due to the framing of this question.

SECTION C**Question 3****3.1 POSTER**

- 1) Aim was to test learners' ability to communicate graphically using pictorial symbols combined with emotive language simply stated "getting the message across to intended audience."
- 2) Many learners chose this topic, but concentrated more on the graphic details than language and writing.
- 3) This is a new form of writing introduced by NCS and there is no fixed format which makes it difficult to assess.

- 4) Consequently because the “graphics” were left out learners scored badly overall in this question. It must be kept in mind that learners of this generation communicate more effectively in pictorial form as opposed to the more traditional ways of communication. Leaving out the “graphics” killed off many excellent creative responses

Concern: The framing of the question is a bit confusing. Usually the question would be design a poster – and here it is- write a poster. This could easily confuse deep rural learners.

3.2 LIST

- 1) Aims to test learners’ ability to write in LIST FORMAT.
(Any form of summary writing can be used) Must be in LIST FORM.
- 2) Relevant to NCS – Many candidates chose this question.
- 3) Generally the question was well answered in content only but language and other elements leave much to be desired.
- 4) Evidently learners need to be taught what a full sentence is. They tended to write in telegram-style which caused unnecessary loss of marks.

Concern: Though it is a very familiar topic listing is not one of the items that are prescribed in the setting of the exam papers guidelines and work schedule. So learners were not familiar with the format of a list if at all there is a format.

They are disadvantaged in this regard

3.3 ADVERTISEMENT

- 1) Aim to test learners’ ability to create an appealing advert.
- 2) Relevant to NCS and Visual Literacy.
- 3) Candidates found this question difficult to answer. They misinterpreted the target market – teenagers (“teen” years end at age 19 / young adult years start at 20) Some were advertising products generally and not a particular new product geared towards teenagers.
- 4) Many provided age differences between 20 – 35 years as being a teenager.
- 5) They tended to focus more on the bullets provided.
- 6) Many lost unnecessary marks as a result of not adhering to instructions.

Comment: The topic is concise and the language is accessible to all groups of learners. However, here also the framing of the question – ‘Write out an advertisement’ is confusing to learners who are used to words like ‘design’ an advert. In real life advertisements are colourfully designed in order to strategically attract the potential buyers. The instruction discouraged inclusion of such a significant element of the format.

This is definitely disadvantaged particularly the deep rural learner.

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

Educators should encourage learners to study their instructions given in the question paper clearly. Active teaching of Paper Three is critical and it must be encouraged because this paper comprises the most marks, affording the learner an opportunity to score well and earn a good pass. Writing as a tool is very vital for personal use, for tertiary education and the labour market.

To strengthen writing skills I would strongly recommend that "Writing Olympiads" be introduced at a school, district, provincial and national level to strengthen writing and articulation ability.

Learners should write more pieces of especially transactional writing, practicing the relevant formats.

Schools and educators should invest in textbooks/study guides which provide the correct formats.

Encourage learners to answer questions which fall within their experience and to keep to word limits.

Formats of prescribed short pieces and transactional writing must be compiled in a national document and distributed to all schools.

This paper is extremely strenuous to mark. Due to systemic challenges, illegibility, bad writing, dyslexic production of texts, etc. It takes longer than other papers to mark but has a low norm time. The norm time should be adjusted upwards. It has been raised to 25 from 24, that difference is not enough. It should be raised to 30 instead.

English First Additional Language Paper Three should not be marked using "section marking" as was suggested. It led to the following problems:

- (1) Logistical Problems. (Nightmare)
- (2) Mixing of Scripts, Mark sheets, Batches
- (3) Confusion as to who is to mark what section.
- (4) Markers unwilling to mark certain sections for fear they would "mess up".
- (5) Impeded/retarded progress or reasonable speed
- (6) Weighting of the paper – 50,30,20 resulted in bottlenecks.

Considering the following factors which formed significant stumbling blocks to the deep rural learners of Eastern Cape from performing to the best of their ability I would strongly recommend the marks to be adjusted upward by 10-15 for them.

Inaccessible question framing: -

Section A
Question 1.2

Section B
Question 2.4

Section C
 Question 3.1
 Question 3.3

Question 3.2

Listing is not a type of test to be taught in accordance with the work Schedule (refer work schedule, page a content Key- LO 3) or the guidelines for Exam paper Setting. Page 9 – Types of texts candidates will be required to write).

Accessibility of the New Grid to all teachers

Not all teachers are using the new Marking Grid or they have not yet been exposed to it. This reality was evident at the recent provincial CASS Moderation session. An effort should e made to supply all schools with these grids.

The Length of the Paper

Despite the 'process' that we encourage the learners to practice, that is, essay planning, drafting and editing most candidates are able to finish writing at the prescribed time. But, there are those who are slow and it would be ideal to really think about them when setting time in future.

Conclusion

The paper, despite the flaws highlighted above, it does reasonably meet the standards of fairness and validity of assessment. It does, to a considerable degree appeal to the wide spectrum across a diversity of cultures and socio-economic experiences and between South Africa's rural and urban candidates or learners. The letter and spirit of the National Curriculum Statement is articulately expressed by this Question Paper.

SIGNATURE OF EXAMINER: _____



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