



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
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GRADE:	12	PAPER:	1
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DATE OF EXAMINATION:	NOV 2009	DURATION:	2 hrs
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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

Learning Outcome addressed here is mainly Learning Outcome 2: Reading and viewing.

Candidates in this question were required to show their reading skills for comprehension.

They were to answer questions critically and to be able to motivate their personal responses with conviction.

In general candidates performed fairly well in this question. But lack of exposure to reading material was a clear factor why candidates failed to get a full mark.

Question 1.1 Candidates could not say what the numbers in brackets meant. This was a simple question that needed previous knowledge and exposure. Most of those that could not get it correct gave answers like: "It indicated for Worker's day", it indicates that is two years"

Question 1.2 The true/false question that should be supported with a reason.

Candidates lost marks here because they did not indicate True/False without which the whole answer is wrong irrespective of whether the motivation is correct.

Educators should teach their learners to follow given instruction as this leads to unnecessary poor performance.

Question 1.5 and 1.10 were performed poorly, candidates seem not to be confident to express themselves. Open ended questions should be the most simple of all questions as what is required is the candidates personal response". But what they presented showed that they did not know how to give their own personal responses. Another contributing factor is lack of the language, even when they attempted to answer they could not express themselves convincingly.

Learners have to be taught how to give their personal motivation with conviction, this can be done everyday in class by simply asking them open ended questions for communication purpose not for assessment. We have to build their confidence in this aspect.

Question 1.10 was a challenge as well, learners could not give convincing titles.

Most of the titles given here no relevance to the text read. Titles like "Nursing", "My future career" have got no bearing to the text. As educators we have to help our learners to understand how to give meaningful title. They should also be taught that a title cannot be a whole sentence, it has to be catchy yet relevant.

Open ended questions have boundaries as well people cannot just say anything and hope to score marks.

Question 1.6 This should not have been a problem at all but candidates failed to quote correctly. A quotation has to be 100% correct, so when candidates said the two titles of Florence Nightingale's books are "note of nursing and hospital" they lost all the marks. Let us teach them how to quote and to quote correctly. Almost all the questions that required quotations in this paper were not done satisfactorily.

Quotation marks should also be part of a lesson as quotation is incomplete without them.

QUESTION 2

This question is just like question 1. It was assessing the same Learning Outcome. Learners should be taught to read and to re-read the text before attempting to answer the questions. Most of the candidates performed poorly here because I would assume they did not understand the passage. This was performed worse than the previous one yet one would have assumed that the passage was dealing with what interests the candidates.

Question 2.6 posed a big challenge to majority of candidates. The words "attach too much importance" were not understood as such candidates gave wrong responses. For an example a candidate wrote " Yes, because we want to express our love" or No, we all dress in red and white to celebrate this day." More effort should be done to provide learners with reading material so that vocabulary and command can improve.

QUESTION 3.

LOS : Writing and Presenting

LO 4:Language

LO 2: Reading and viewing

In this question candidates are expected to find relevant information and organize it accordingly, demonstrating planning skills for writing for a specific purpose. Then these ideas should be organized and written in point form.

This question as set requires learners' ability to summarise and the correct use of language. All sentences written have to be grammatically correct. But further this year this question required the learners to also be able to change sentences from statements into commands. Taking instructions or following instructions, this is one skill that is highly assessed in this question. All these are skills that are reflected in the Assessment Standards as follows:

- a) Learners did not perform very well in this question, they seem to have no knowledge of how to summarise. Changing statements into commands made their performance to be worse than it would otherwise be. The passage was written mostly in the negative form, the candidates had to summarise the passage putting the negative statements into commands, this was a great challenge, educators should try as much as possible to expose learners to a variety of writings and to a variety of instruction sentences.
- c) Sentences should always be started with capital letters, this was not done by a number of candidates and as such they lost marks.

- d) Grammar a big problem, this has to be taught as thoroughly as is possible, even if it means using the traditional approach.
- e) Capital letters should not be used in writing except where they have to.
- f) SMS spelling is affecting summary writing as here words have to be spelled correctly.
- g) Afrikaans speaking learners seem to lose a lot of marks in this section because of home language interference especially in spelling.
- h) Some candidates did not put the correct number of words at the end of the summary and this made them to lose marks.
- i) The new way of marking summary: 7- content and 3 - language seem to be a very good way of marking and this benefited candidates very much. •
- j) Candidates should be encouraged to read the passage a number of times before attempting to answer it, so as to make sure that they actually understand it, then they should read the question or the instruction and should try to understand what is actually demands of them, as, if they miss this, their answers will definitely be incorrect.
- k) A number of candidates lost some marks because of using the wrong format, the instruction said they should summarise in point form, some summarised in paragraph form and as such lost marks. Instructions are to be followed as given.

QUESTION 4

Learning Outcome assessed here is LO 2.

Here candidates were expected to show their knowledge of interpreting visual text and also their critical thinking.

Learners have performed poorly in this question. They lack the skills of interpreting the cartoons and the advertisements. Educators should take this Learning Outcome seriously as it is always present in the papers but always performed poorly. Learners should be given a chance to even talk about cartoons and advertisements for fun and should be advised to

critic them. This can help with the Open ended questions that they seem to perform badly.

Question 4.1.1 (a) where the learners had to look at the cartoon and say whether the man is happy or not, they could not read the facial expression to get to the answer, they also failed to interpret the words as spoken by the man.

Some candidates gave answers like, No, because he is unhappy. This shows that

this candidate did not know what the question wanted.

Question (b) "Nip down" was poorly done, yet learners that have been taught how to infer meaning answered it excellently.

Question 4.1.2 was a challenge, "Rather him than me" candidates did not understand these words and could not interpret the picture in frame 3.

QUESTION 5

The learning Outcome being assessed here is LO 4: Language.

Candidates were expected to display their knowledge of Grammar. They had to answer questions that require their knowledge of adverbs, tenses, homophones, antonyms, conjunctions, direct and indirect, spelling and punctuations

Candidates performed very poorly in this question. Majority of them scoring below five marks but in some centres they scored 100%.

The learners just do not know English language, even those that performed excellently in the other sections lost marks here. What was evident here was that candidates from rural areas were the worst hit, this I believe is due to lack of exposure to the language, this candidates get to speak and hear English in the English classroom only.

Educators and Subject advisor should jointly make a direct effort to teach Learning Outcome 4 and to motivate learners to speak and read English.

Here I think we have to go back to the basics, teach this Learning Outcome in the Traditional way, where learners will be given a list of words and be asked to write their antonyms or synonyms, where a table of sentences in the Present will be given and learners be asked to change them into the past, where a list of misspelt words will be given and learners be asked to correct them. The Communicative approach seem to be failing us.

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

1. Make learners to read as much as is possible for fun. Magazines and newspapers should be in every classroom and learners should be encouraged to read them.
2. Teach grammar using the traditional approach, but remember to assess it in

context. The communicative approach seem to have failed us, especially because

English is not the second language to majority of the candidates it is actually a foreign language, they hear it only in the classrooms.

English should be spoken in classroom to give the learners a chance of interacting in this language, most of the open ended questions require learners that have a good command of the language.

3. Educators should introduce fun games in the classrooms that will actually help the learners to use this language freely e.g Scrabble board game for spelling, reading comprehension cards, treasure hunts, debating societies, reading clubs. Walls of the English classrooms should be covered with information both formal and informal.

ANY OTHER COMMENTS

1. Schools should make it a point that learners have access to newspapers and magazines on daily basis, these should be read for fun so as to give learners a form of exposure to the language. Questions that are set require general knowledge more than anything.

2. Teaching of language should be done in the way that it was done in the olden days, the traditional approach seem to be the only the route that can help learners to actually know grammar, communicative approach seem not to be working especially with majority of learners in the Eastern Cape who hear English only in the English classroom.

3. All educators should be English educators as this will help the learners to practice this language

SIGNATURE OF EXAMINER/MODERATOR: _____

