



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:	2
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DATE OF EXAMINATION	NOVEMBER 200 DURATION 2HOUR
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1. ANALYSIS OF QUESTION BY QUESTION PERFORMANCE OF THE CANDIDATE

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?

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Where did candidates lack expertise or fail in giving an appropriate answer to score high marks in the question

QUESTION 1

The question addressed LO2 AS3. Its main aim and objective was to evaluate the learners' skill in recognising and explaining the nature of prejudice and discrimination.

Since this was an essay type question, learners' writing skills were also evaluated as they had to demonstrate planning skills, develop relevant and coherent ideas into proper paragraphs in responding to the question.

Most learners who responded to this question achieved well.

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QUESTION 2

Questions on this part of the paper looked at racial prejudice and discrimination that can exist amongst the people of the same community. The main aim was to address Sub-Skill 2 where learners need to be able to recognise the nature of prejudice and discrimination.

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Those who attempted this question, also, performed well.

QUESTION 3.

For learners need to be able to explain and, more importantly, interpret the messages and themes in the texts they read. This question aimed at evaluating the learners' skills in interpreting the message in the *Lord of the Flies* (what happens when rules of the society are not followed).

Very few learners responded to this question. The performance, by and large, was good

although there were those who seem to have never read the book before.

QUESTION 4

NCS envisages a learner who will be imbued with values and act in the interest of society based on democracy, human dignity and social justice as promoted in the Constitution. This question partly required the learners to show their skill in critically evaluating what makes a good leader and the different styles of leadership and have sound knowledge of such.

The few

learners who responded to this question seem to have been well-taught and have, therefore, performed very well.

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QUESTION 5

In

s question, the theme was stated for the learners. They were only required to interpret its significance in the rest of the text. This evaluation aims at LO2 AS4.

The le

rner had to demonstrate their interpretation of the given theme and, further, show their knowledge of the text as a whole.

Als

their writing skills were evaluated as the rubric required them to have planned their essays and developed coherent ideas into proper paragraphs.

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arners who responded to this question did not perform very well. One would assume that

they did not understand the given theme and, therefore, could not explain its significance with relation to the rest of the text.

QUESTION 6

Question 6 required our learners to recognise the socio-political and cultural background of the novel. This requirement is a sub-skill refers LO2 AS2. Learners had to have background

knowledge of Kenya.

Not many learners responded to the question, but those who did had displayed mediocre performance.

QUESTION 7

The Assessment Standard that addresses the teaching of drama in our schools requires that, at the end of the day, our learners are able to recognise how dialogue and action are related to character and theme in the text read.

The essay question on *Romeo and Juliet* aimed at evaluating whether the learners understood the dialogue in the drama and the actions of the characters. Then, they had to link these to the main theme (love).

Many learners who responded to this question did not perform well.

QUESTION 8

The

contextual questions in Question 8 concentrated mainly on character portrayal as learners had to read the dialogue between, for instance, Friar Lawrence and Romeo and be able to tell the kind of people these two characters are.

Learners who responded to this question did very well. On the question where they had to agree or disagree. Good motivations were given to substantiate their responses.

QUESTION 9

Assessment Standard 4 has a clear sub-skill that must be taught to our learners: To be able to describe... character portrayal, conflict and dramatic purpose.

This question has succeeded in evaluating whether this sub-skill has been learnt. Learners had to identify the differences between the two brothers.

Also, proper values have also been addressed (culture and traditions and family).

Learners who responded to this question did not do justice to it. The essays they produced were a total failure.

QUESTION 10

This question required learners to know the characters and the root of conflict between them. This is the requirement as per the Assessment Standard 4 in LO2. This has been achieved.

Our learners performed very well in this question.

QUESTION 11

With short stories, the assessment standard and sub-skill to be achieved and assessed is the same as that for the novel: Learners should be able to explain and interpret messages and themes and their significance in the rest of the text.

The question on the short story required our learners to explain and interpret people's responses to the suffering of others. This question also addresses one of the main objectives in Learning Outcome 2, which is: developing reading skills in our learners such that they are able to participate fully in society.

Also, bearing in mind that values and morality give meaning to our individual and social relationships, the question has achieved its aims in addressing the broader intentions of our curriculum.

QUESTION 12

As stated in Question 11, Assessment Standard 4 – (short stories / novel) requires that Grade12 learners be able to interpret messages and themes and their significance with relation to the rest of the text. The contextual questions on “Toilet” partly addressed this. Learners had to come up with the message (perseverance) together with a motivation.

The open-ended questions gave them the opportunity to express their understanding of the text.

Most of the learners who responded to this question achieved very well.

QUESTION 13

Regarding poetry, Assessment Standard 4 requires our learners to interpret how word choices, figures of speech ... affect meaning and theme. Question 13 has seen to it that our learners are assessed on the outcome and achievement of this AS.

Also, Assessment Standard 3: explain political values, attitudes, power relations and human rights have been addressed.

QUESTION 14

Recognition and explanation on the effect of literary devices has been dealt with. (14.4)

Good learner performance on the question.

QUESTION 15

The question of cultivating proper values, beliefs and attitudes has been appropriately addressed in this section of the paper. Learners had to state their own attitudes based on the poem read. This is in line with Assessment Standard 1 and 3.

Good performance on the question by most learners.

QUESTION 16

One of the sub-skills in Assessment Standard 4 requires learners to be able to explain how lines ... punctuation affect meaning. This has been tested in 16.7.

Learners have performed very well in this question.

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

- At school level, educators need to plan according to the requirements of the National Curriculum Statement.
- Subject Committees to be revived so that educators can assist one another in the planning and teaching of the texts.
- The work schedule designed by the Province for all schools must be followed so as to ensure uniform planning and teaching occurs.

8. ANY OTHER COMMENTS

- Phrasing of questions could be clearer.
- Mark allocation could be clearer specified.
- Too many open-ended questions.

SIGNATURE OF EXAMINER/MODERATOR: _____



SIYASEBENZISANA/ WORKING TOGETHER/ SAMEWERKING
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