



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:	TWO
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DATE OF EXAMINATION:	12 NOVEMBER 2009	DURATION:	2½ 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 (Choice: Prescribed Essay Question – *Mushrooms* by Sylvia Plath)

1. AIM/OBJECTIVE

This question required **knowledge** of vocabulary, literary devices and the creation of imagery through metaphorical language. The **skills** involved discussing the effect of repetition on communicating a message, the use of poetic devices, in particular stanzas, enjambment and personification and relating these to the theme of the poem. It also demanded that a candidate be able to formulate a viewpoint on the subtle growth of power and present a well-supported argument in a logical way.

2. RELEVANCE OR RELATION OF THE QUESTION TO THE LEARNING OUTCOME AND THE ASSESSMENT STANDARDS

The learning outcome and general assessment standard for the entire paper is Learning Outcome 2 – reading and viewing and the Assessment Standard: explore and evaluate key features of texts and explain how they contribute to meaning in literary texts.

The key features focused on in this question are:

- understanding mushrooms as a metaphorical image
- understanding a logical argument
- the following poetic devices: stanzas, enjambment and personification
- conversational tone
- the structuring of an argument.

The essay question also covers Learning Outcome 3 – writing and presenting and the Assessment Standards 3.1 d: decide on and apply the appropriate style, point of view and format of text; 3.1 h: develop coherent ideas and organise these by using techniques such as mind-maps; 3.2 e: apply paragraph conventions and 3.3: reflect on, analyse, and evaluate own work. All these assessment standards are addressed in the language and structure aspect of the poetry essay rubric.

3. PERFORMANCE (Average mark: 4.7/10)

The random sample produced 18 responses with marks from 1 to 9. The average percentage was 46.7.

4. ANALYSIS OF PERFORMANCE: (where candidates lacked expertise, etc.)

- Many candidates produced discussions of mushrooms as a food commodity and showed no understanding of the metaphorical purpose of the poem. One assumes that this literal response indicates a lack of teaching of the poem.
- This was not a popular question and the impression is that the under-prepared candidate tended to answer it. Perhaps this stems from a lack of experience of writing “poetry essays”. Teachers should begin training candidates in this skill from at least Grade 10 level.
- Candidates also lacked knowledge of the purpose and mechanics of poetic devices such as stanzas, enjambment, personification, as well as of tone.
- Critical thinking and the structuring of thoughts logically also needs emphasis and teaching.
- Poor language usage in the writing of essays, remains a problem for many candidates.

QUESTION 2 (Choice Prescribed Poetry contextual question: *Ode to Autumn*)1. AIMS/ OBJECTIVES

This question required **knowledge** of the Ode, vocabulary and literary devices, rhetorical questions, personification and the creation of imagery through emotive and descriptive vocabulary.

The **values** and **attitudes** tested the ability to recognise the seasonal role in nature and the duality often present in life (shown here through the conveying of optimism and sadness of the same event, in particular).

The **skills** involved: explaining the use of rhetorical questions in conveying the poet's intention; the ability to discuss the implications of the title for the content of the poem; the ability to analyze vocabulary and personification to create an image.

2. RELEVANCE OR RELATION OF THE QUESTION TO THE LEARNING OUTCOMES AND THE ASSESSMENT STANDARDS

The learning outcome and general assessment standard for the entire paper is Learning Outcome 2 – reading and viewing and Assessment Standard: explore and evaluate key features of texts and explain how they contribute to meaning – literary texts.

The key features focused on in this question are:

- 2.1 understanding the application of rhetorical questions
- 2.2 showing knowledge of the purpose of an ode and understanding implications of this for the meaning of the poem
- 2.3 understanding the use of emotive language, descriptive words and alliteration to create images related to sight and colour
- 2.4 understanding the meaning of “optimism” and how this can be intertwined with pessimism.

3. PERFORMANCE (Average mark: 2.1/10)

The random sample of 100 scripts produced 17 responses with marks from 0 to 8 out of 10. The average percentage scored was 21.2%.

4. ANALYSIS OF PERFORMANCE (where candidates lacked expertise, etc.)

This was an extremely poorly answered question.

- 2.1 Candidates stated what a rhetorical question is without discussing its purpose in this stanza.
- 2.2 Not all candidates knew what an “ode” is. Forms of poetry must be taught.
- 2.3 The question demanded “how” the picture is created, not just what the picture is. For the 3rd mark “how” had to be addressed.
- 2.4 Not all candidates understood the meaning of “optimism”. For full marks both “optimism” and “sadness” had to be addressed.

QUESTION 3 (Choice Prescribed Poetry contextual question: *Decomposition*)

1. AIMS/ OBJECTIVES

This question required **knowledge** of vocabulary, conversational language and literary devices, in particular, the creation of imagery.

The **skills** involved: discussing the suitability of the title to the content; the effect of conversational language; the ability to analyze metaphorical language creating an image and understand its effect on the reader of the poem.

The **values** and **attitudes** tested the ability to recognise man's tendency to become immune to the suffering of others and to challenge this in the reader of the poem. It conveys the value of caring for those who are poverty-stricken and not to make light, albeit unintentionally, of the dire circumstances of others.

2. RELEVANCE OR RELATION OF THE QUESTION TO THE LEARNING OUTCOMES AND THE ASSESSMENT STANDARDS

The learning outcome and general assessment standard for the entire paper is Learning Outcome 2 – reading and viewing and Assessment Standard: explore and evaluate key features of texts and explain how they contribute to meaning – literary texts.

The key features focused on in this question are:

- 3.1 understanding of the various meanings of the word “decomposition” (decay and analysis) in relation to the content of the poem
- 3.2 understanding the use of conversational language and what it adds to the theme of the poem
- 3.3 understanding the use of a metaphor in creating an emotive visual image and how it affects the reader
- 3.4 understanding the meaning and connotations of “glibly” and deducing the speaker's feelings from this.

3. PERFORMANCE (Average mark: 4.2/10)

The random sample of 100 scripts produced 85 responses with marks from 0 to 10. The average percentage was 42%.

4. ANALYSIS OF PERFORMANCE (where candidates lacked expertise, etc.)

This proved to be a very popular question with the majority of candidates answering it.

- 3.1 Many did not explain the meaning of “decomposition” when discussing the title.
- 3.2 This was misinterpreted by many candidates who read the question as “why did the poet use the word ‘everyday’”, even though the word is not actually in the poem. Careful reading of questions must be stressed. Many did not score the 3rd mark which required an understanding that poetic language and imagery could complicate the issue for the reader.
- 3.3 The focus of this question was on imagery. 2 marks required a detailed explanation of the image and 1 mark was relating this to sympathy.
- 3.4 Many are under the impression that “glibly” means “to make fun of”. A correct understanding of “glibly” was necessary for a full mark answer.

QUESTION 4 (Choice Prescribed Poetry contextual question: *Love Poem for my Country*)

1. AIMS/ OBJECTIVES

This question required **knowledge** of vocabulary, a refrain, literary devices (in particular, the creation of imagery) and the stylistic effect of varying the length of a stanza and a sentence. The **skills** involved: explaining the theme and content of the poem; relating images to the theme of the poem; commenting on the effect and role of the refrain in the poem; the ability to comment on the effect of the construction and content of a single sentence in terms of its effect.

The **values** and **attitudes** tested the ability to recognise a man's love for his country and to appreciate the reasons for it.

2. Relevance or relation of the question to the Learning Outcomes and the Assessment Standards

The learning outcome and general assessment standard for the entire paper is Learning Outcome 2 – reading and viewing and Assessment Standard: explore and evaluate key features of texts and explain how they contribute to meaning – literary texts.

The key features focused on in this question are:

- 4.1 understanding of the subject and theme of the poem
- 4.2 explaining how that theme is developed through images
- 4.3 understanding what a refrain is and being able to discuss its purpose in the poem
- 4.4 being able to deduce the importance of variation in stanza and line length either semantically or stylistically.

3. PERFORMANCE (Average mark: 5.6/10)

The random sample of 100 scripts produced 79 responses with marks from 0 to 10. The average percentage was 56.3%.

4. ANALYSIS OF PERFORMANCE (where candidates lacked expertise, etc.)

Some candidates had been taught that this is a protest poem about Apartheid as opposed to a praise poem.

- 4.1 Candidates must try to give specific answers and be aware of the mark allocation. Many answers did not focus on the love for/devotion to South Africa in all its natural diversity, and its desire to celebrate the unity we share in the country.
- 4.2 Again, candidates gave vague answers and did not focus on the images and relating them to their answer in 4.1. Candidates battled to secure 3 marks.
- 4.3 “Refrain” was not always understood. Again the form of a poem must be taught.
- 4.4 This question was ambiguous. Candidates could understand it as asking about the importance of the sentence being short, or the importance of the content of the short sentence. Both semantic and stylistic answers were accepted for 2 marks so candidates were not disadvantaged by this.

QUESTION 5 (Choice Unseen Poetry essay question: *Ode to an Orange*)1. AIM/OBJECTIVE

This question required **knowledge** of vocabulary, the ode, symbols, language and sentence structure, literary devices and the creation of imagery through metaphorical language. The **skills** involved discussing: a metaphorical image, the use of poetic devices, the effect of particular language structures, rhythm and flow, and an ode. It also demanded that a candidate be able to present a well-supported argument in a logical way for the symbolic associations of the orange in this poem.

2. RELEVANCE OR RELATION OF THE QUESTION TO THE LEARNING OUTCOME AND THE ASSESSMENT STANDARDS

The learning outcome and general assessment standard for the entire paper is Learning Outcome 2 – reading and viewing and the Assessment Standard: explore and evaluate key features of texts and explain how they contribute to meaning in literary texts.

The key features focused on in this question are:

- understanding an orange as a metaphorical image for the African sun
- understanding a logical argument
- the use of specific language and sentence structure
- rhythm and flow
- the structuring of an argument.

The essay question also covers Learning Outcome 3 – writing and presenting and the Assessment Standards 3.1 d: decide on and apply the appropriate style, point of view and format of text; 3.1 h: develop coherent ideas and organise these by using techniques such as mind-maps; 3.2 e: apply paragraph conventions and 3.3: reflect on, analyse, and evaluate own work. All these assessment standards are addressed in the language and structure aspect of the poetry essay rubric.

3. PERFORMANCE (Average mark:4/10)

The random sample of 100 scripts produced 4 responses with marks from 0 to 7. The average percentage was 40%.

4. ANALYSIS OF PERFORMANCE (where candidates lacked expertise, etc.)

This poem was regarded by markers as a fairly poor choice for an unseen as there was not much in the content of the poem on which the candidates could comment. The metaphorical interpretation and the symbolism of the orange was not clear. The “Ode” as a poetical form had not been taught in all centres despite “Ode to Autumn” being a prescribed poem. However, there were some good efforts at interpretation of the poem and these were given credit.

Again, candidates tended to avoid the poetry essay which is a pity.

QUESTION 6 (Choice Unseen Poetry contextual question: *Ode to an Orange*)1. AIMS/ OBJECTIVES

This question required **knowledge** of vocabulary, an ode, literary devices, tone and meaning, and the role of a title.

The **skills** involved: being able to interpret the metaphorical meaning of a poem and relate

specific lines to this meaning; discussing a simile; being able to recognise differing viewpoints and their overlap; apply a knowledge of “optimism” and “pessimism”; and relate their knowledge of the ode form to an unseen poem.

The **values** and **attitudes** conveyed through this question are those of a love for one’s continent and conveying of optimism (or pessimism) for the future of Africa.

2. RELEVANCE OR RELATION OF THE QUESTION TO THE LEARNING OUTCOME AND THE ASSESSMENT STANDARDS

The learning outcome and general assessment standard for the entire paper is Learning Outcome 2 – reading and viewing and Assessment Standard: explore and evaluate key features of texts and explain how they contribute to meaning – literary texts.

The key features focused on in this question are:

- a. understanding of the subject, theme and title of the poem
- b. showing how a simile is used to enhance the central image
- c. being able to interpret the tone and justify a viewpoint from the poem.
- d. being able to relate knowledge of the ode form to the title and content of the poem.

3. PERFORMANCE

The random sample of 100 scripts produced 94 responses with marks from 0 to 10. The average percentage was 37%.

4. ANALYSIS OF PERFORMANCE (where candidates lacked expertise, etc.)

Again, the comments on the choice of the unseen poem must be noted as above. Many saw the poem as a literal praising an orange.

- 6.1 Many misread “sliver” as “silver” which caused a misinterpretation of the poem.
- 6.2 This was a straightforward explanation of a simile. Most found this easy to answer.
- 6.3 Candidates were only awarded full marks if they could show an understanding of what the poet is suggesting. This required a close analysis of the language used. Many were hampered by not understanding the words “pessimism” and “optimism”.
- 6.4 1 mark was allocated to knowing that an ode is a song of praise and 2 marks for their relating the title to the poem.

QUESTION 7 (*Animal Farm* Essay Question)

1. AIM/OBJECTIVE

This question required **knowledge** of plot, characters and themes.

The **skills** involved:

- interpreting the events and the actions of the characters in relation to the concept of authority, loyalty and abuse of power.
- Forming an opinion on what leads to abuse of power
- Understanding what characteristics of people motivate certain actions

The **values** and **attitudes** covered concern political issues relating to how power can be abused and how non-thinking individuals can be oppressed into submission without their realising it. This abuse of power can be seen beyond the political arena in any situation in which people encounter those in positions of authority.

2. RELEVANCE OR RELATION OF THE QUESTION TO THE LEARNING OUTCOMES AND THE ASSESSMENT STANDARDS

The learning outcome and general assessment standard for the entire paper is learning

outcome 2 – reading and viewing and Assessment Standard: explore and evaluate key features of texts and explain how they contribute to meaning – literary texts.

The key features focused on in this question are:

- understanding the theme of the abuse of power
- interpreting the role of the characters in conveying the theme
- understanding the outcome of the novel in relation to the themes and the incidents in the novel
- forming an argument and motivating points
- planning and executing a literary essay.

The essay question also covers Learning Outcome 3 – writing and presenting and the Assessment Standards 3.1 d: decide on and apply the appropriate style, point of view and format of text; 3.1 h: develop coherent ideas and organise these by using techniques such as mind-maps; 3.2 e: apply paragraph conventions and 3.3: reflect on, analyse, and evaluate own work. All these assessment standards are addressed in the language and structure aspect of the novel/drama essay rubric.

3. PERFORMANCE (Average mark: 13.8/25)

The random sample of 100 scripts produced 10 responses with an average of 55.2%.

4. ANALYSIS OF PERFORMANCE (where candidates lacked expertise, etc.)

- This year essays were better structured, with fewer candidates using 1 paragraph only.
- Candidates need to address the topic in the introduction to focus the essay – structure must be taught. However, introducing the essay as follows should be avoided: “In this essay I am going to discuss ... by looking at ... (bullet points given in question).
- The bullets given in the question help the weaker candidates but can result in disjointed essays sometimes. Candidates must focus on the question (“unquestioning loyalty...); the bullets are a guide but do not need to be referred to at all. Encourage strong academic candidates to structure their own essay from the viewpoint they have formed.
- Some grasp the idea of passive loyalty encouraging the abuse of power but generally essays tended to address the issue of corruption only.
- The term “figures of authority” was not understood by all.
- Some candidates copied pieces directly from the extracts in the contextual question to create an essay with no relevance to the topic. One assumes this is due to a lack of familiarity with the text or not having read nor studied the text at all.
- Language is often riddled with faults – concord errors, pronouns, tense, etc.
- Language is sometimes too colloquial, full of idiomatic expressions (clichés)
- Acceptance of validity of “narrative”-type answers benefits learners in essay-type questions; the rubric allows mediocre candidates at least to pass.

QUESTION 8 (*Animal Farm* Contextual Question)1. AIM/OBJECTIVE

This question required **knowledge** of plot, characters, themes and style of writing.

The **skills** involved:

- interpreting the events and the actions of the characters
- understanding what characteristics of people motivate certain actions
- understanding and explaining tragic irony
- analysing the development of theme
- analysing language.

The **values** and **attitudes** covered concern political issues relating to how power can be abused and how non-thinking individuals can be oppressed into submission without their realising it..

2. RELEVANCE OR RELATION OF THE QUESTION TO THE LEARNING OUTCOMES AND ASSESSMENT STANDARDS

The learning outcome and general assessment standard for the entire paper is Learning Outcome 2 – reading and viewing and Assessment Standard: explore and evaluate key features of texts and explain how they contribute to meaning – literary texts.

The key features focused on in this question are:

- 8.1 interpreting character from actions
- 8.2 interpret ironic twists
- 8.3 analyzing development of plot and theme
- 8.4 interpret and understand character by analyzing language
- 8.5 interpreting character from actions
- 8.6 analyze development of theme through actions
- 8.7 interpret and evaluate messages and themes through linked extracts
- 8.8 analyze language and interpret message and theme conveyed through propaganda
- 8.9 evaluate whether a theme has been conveyed successfully.

3. PERFORMANCE (Average mark: 9.7/25)

The random sample of 100 scripts produced 24 responses with an average mark of 38.8%.

4. ANALYSIS OF PERFORMANCE (where candidates lacked expertise, etc.)

- 8.1 Many simply described the sheep without looking at their reaction in the extract given.
- 8.2 Most understood irony but had difficulty interpreting the tragic irony. Again questions must be read carefully.
- 8.4 When discussing effectiveness of language, candidates must refer to specific words. Many did not mention relevant words, but simply referred to characteristics of dogs
- 8.5 Many simply spoke about Napoleon's character without deducing this from events in the extract.
- 8.6 Many do not understand formulating themes – themes must be taught.
- 8.7 The link between the two extracts was not always made.
- 8.8 Many did not pick out the relevant language from the extract and discuss it.

QUESTION 9 (*Pride and Prejudice* Essay Question)1. AIM/OBJECTIVE

This question required **knowledge** of plot, characters and themes.

The **skills** involved:

- interpreting the events and the actions of the characters in relation to the central theme of marriage
- Forming an opinion on the theme based on knowledge of the novel
- Understanding and discussing what characteristics of people motivate certain actions with regards to the theme of marriage.

The **values** and **attitudes** covered concern the views on marriage as conveyed by Jane Austen in the novel *Pride and Prejudice*. Candidates are required to have an understanding of both practical issues of marriage as well as emotional and social issues.

2. RELEVANCE OR RELATION OF THE QUESTION TO THE LEARNING OUTCOMES AND ASSESSMENT STANDARDS

The learning outcome and general assessment standard for the entire paper is learning outcome 2 – reading and viewing and Assessment Standard: explore and evaluate key features of texts and explain how they contribute to meaning – literary texts.

The key features focused on in this question are:

- Understanding the theme of the marriage and the motivation for marrying in Jane Austen's world
- Interpreting the role of the characters in conveying the theme
- Understanding the outcome of the novel in relation to the themes and the incidents in the novel
- Forming an argument and motivating points
- Planning and executing a literary essay.

The essay question also covers Learning Outcome 3 – writing and presenting and the Assessment Standards 3.1 d: decide on and apply the appropriate style, point of view and form; 3.1 h: develop coherent ideas and organise these by using techniques such as mind-maps; 3.2 e: apply paragraph conventions and 3.3: reflect on, analyse, and evaluate own work. All these assessment standards are addressed in the language and structure aspect of the novel/drama essay rubric.

3. PERFORMANCE (Average mark: 12/25)

A random sample of 100 scripts produced 4 responses with marks ranging between 0 and 18 and an average of 49%. Very few centres in the Eastern Cape studied the novel but the general impression is candidates were well-prepared and produced good marks. Whether this is due to competency of the candidates and teachers, the limited themes (marriage and pride and prejudice) of the novel when compared to the other novel choices, or the questions themselves, one cannot say without further investigation.

4. ANALYSIS OF PERFORMANCE (where candidates lacked expertise, etc.)

- This question was viewed as a very easy question and if the candidates had read the novel and had had their knowledge guided by their teacher, they were able to

cope with this question.

- Those who did not fare so well were those who had prepared an essay on marriage but had not adapted it to the particular question being asked. Question analysis skills must be taught.

QUESTION 10 (*Pride and Prejudice* Contextual Question)

1. AIM/OBJECTIVE

This question required knowledge of plot, character, narrator and themes.

The skills involved:

- Interpret incidents and how they motivate actions
- Analyse and interpret narrative description of characters
- Interpret actions and characters
- Evaluate validity of validity of statements in relation to characters.

The values and attitudes tested ability to understand character and their approaches to marriage. The objective is also to test the insight of learners into characters' feelings and to what extent one should allow society to dictate our values and actions.

2. RELEVANCE OR RELATION OF THE QUESTION TO THE LEARNING OUTCOMES AND ASSESSMENT STANDARDS

The learning outcome and general assessment standard for the entire paper is Learning Outcome 2 – reading and viewing and Assessment Standard: explore and evaluate key features of texts and explain how they contribute to meaning – literary texts.

The key features focused on in this question are:

- 10.1 interpret the plot in relation to the theme of marriage
- 10.2 evaluate how an extract relates to character and plot
- 10.3 understanding of theme and character
- 10.4 show knowledge of plot
- 10.5. analyse an extract to interpret character
- 10.6 motivate actions of characters
- 10.7 show knowledge of plot and motivation of actions
- 10.8 assess the validity of a characters self-assessment in relation to the novel as a whole.

3. PERFORMANCE (Average mark: 18/25)

A random sample of 100 scripts produced 2 responses with marks from 15 to 21 out of 25.

The average was 72%.

4. ANALYSIS OF PERFORMANCE (where candidates lacked expertise, etc.)

- Each question (apart from 10.8) contained aspects of content so candidates could score marks fairly easily.
- Question 10.8 was poorly answered. While candidates could agree or disagree with this statement they had to show Elizabeth's growth/development, many battled to comment on Elizabeth's personal insight.

QUESTION 11 (*The Great Gatsby* Essay Question)1. AIM/OBJECTIVE

This question required knowledge of plot, character, narrator and themes.

The skills involved:

- Interpret incidents and how they motivate actions
- Analyse and interpret narrative description of characters
- Interpret actions and characters
- Evaluate validity of statements in relation to characters.

The values and attitudes tested ability to understand character, pursuing a goal and a dream to better yourself and your circumstances, relationships in marriage and integrity. The objective is also to test the insight of learners into characters' feelings and to what extent one should allow society and the pursuit of wealth to dictate our values and actions.

2. RELEVANCE OR RELATION OF THE QUESTION TO THE LEARNING OUTCOMES AND ASSESSMENT STANDARDS

The learning outcome and general assessment standard for the entire paper is Learning Outcome 2 – reading and viewing and Assessment Standard: explore and evaluate key features of texts and explain how they contribute to meaning – literary texts.

The key features focused on in this question are:

- Understanding the theme of the American Dream and Gatsby's dream
- Understanding character development
- Forming an argument and motivating points
- Planning and executing a literary essay

The essay question also covers Learning Outcome 3 – writing and presenting and the Assessment Standards 3.1 d: decide on and apply the appropriate style, point of view and format of text; 3.1 h: develop coherent ideas and organise these by using techniques such as mind-maps; 3.2 e: apply paragraph conventions and 3.3: reflect on, analyse, and evaluate own work. All these assessment standards are addressed in the language and structure aspect of the novel/drama essay rubric.

3. PERFORMANCE (Average mark: 12.8/25)

A random sample of 100 scripts produced 25 responses with marks between 0 and 20 out of 25. The average percentage was 51.3.

4. ANALYSIS OF PERFORMANCE (where candidates lacked expertise, etc.)

- There was a better attempt by schools at essay writing this year
- There was evidence of prepared Gatsby essay introductions – this was not a problem as these were quite well done, as the question was anticipated
- Same quotes, structure – appears to have been taught
- Some candidates misinterpreted question – they had learned the “American Dream” and wrote on that without referring to only that of relevance.
- The topic was what makes Gatsby “great” – without proving (or disproving) this by references to text, essays were unconvincing.

QUESTION 12 (*THE GREAT GATSBY* Contextual Question)**1. AIM/OBJECTIVE**

This question required knowledge of plot, character, themes, symbolism and writing style. The skills involved:

- explain symbolism in relation to theme
- understand narrative style and technique
- analyse a passage for development of theme
- evaluate validity of statements in relation to characters
- forming an opinion and arguing it
- analysing characters from behaviour

The values and attitudes tested ability to understand character, pursuing goals and how one's actions affect others. The objective is also to test the insight of learners into characters' feelings.

2. RELEVANCE OR RELATION OF THE QUESTION TO THE LEARNING OUTCOMES AND ASSESSMENT STANDARDS

The learning outcome and general assessment standard for the entire paper is Learning Outcome 2 – reading and viewing and Assessment Standard: explore and evaluate key features of texts and explain how they contribute to meaning – literary texts.

The key features focused on in this question are:

- 12.1 interpret the plot in relation to the symbolism of the green light
- 12.2 understanding the narrative techniques of introducing the main character through the observation of an independent narrator
- 12.3 show knowledge and understanding of the theme of the American dream/Gatsby's dream
- 12.4 accounting for a character's feelings
- 12.5. show knowledge of plot and Gatsby's motivations
- 12.6 form a personal opinion and interpret events with appropriate justification
- 12.7 show knowledge of plot and understanding of the character of Tom
- 12.8 critically discuss a character and motivate discussion with evidence from novel as a whole.

3. PERFORMANCE (Average mark: 13.1/25)

A random sample of 100 scripts produced 36 responses with marks from 3 to 21 out of 25. The average was 52.6%.

4. ANALYSIS OF PERFORMANCE (where candidates lacked expertise, etc.)

- The questions demanded far more interpretation than those on Pride and Prejudice
- Quite often do not place extract in context
- Pre-learned concept of "dream" – do not really understand it.

- 12.1 This question led candidates to think in 12.2 that the reader already knows about Daisy.
- 12.2 There was confusion between author and narrator
- 12.3 Confuse theme and symbol; character and plot
- 12.4 Candidates don't understand "pessimism"; candidates answer "what" when asked "why". Many answers overlapped with 12.5; however, the answers were distinct.

Candidates must check for repetition in their answers and avoid this.

- 12.6 This could have been phrased/should have read “to what extent does Gatsby repeat the past” so that candidates know that it is not an either/or question. Only the stronger candidates provided answers of sufficient depth for 4 marks.
- 12.7 Many simply wrote about Tom and ignored “significant moment”; again, answers overlapped with 12.8. Many ignored instruction about what we see “here” and go beyond extract (the reader does not know yet that Daisy was driving).

Note: Several candidates did not see Q12.7 and 12.8 overleaf – although it does say PTO and “and”. Candidates must be taught to look for the total 25.

QUESTION 13 (*OTHELLO* Essay Question)

1. AIM/OBJECTIVE

This question required knowledge of plot, character and themes (in particular, tragedy).

The skills involved:

- Interpret incidents and how they motivate actions
- Analyse and interpret development of characters
- Interpret decisions and actions
- Evaluate validity of Othello as a tragic hero.

The values and attitudes tested ability to understand character, honesty, integrity, gullibility and insecurities of people and how these can affect actions. The objective is to test the insight of learners into characters’ feelings and how important it is to stand firm in what one believes to be right.

2. RELEVANCE OR RELATION OF THE QUESTION TO THE LEARNING OUTCOMES AND ASSESSMENT STANDARDS

The learning outcome and general assessment standard for the entire paper is Learning Outcome 2 – reading and viewing and Assessment Standard: explore and evaluate key features of texts and explain how they contribute to meaning – literary texts.

The key features focused on in this question are:

- Understanding the themes of the jealousy, appearance and reality, and tragedy
- Understanding character development
- Forming an argument and motivating points
- Planning and executing a literary essay

The essay question also covers Learning Outcome 3 – writing and presenting and the Assessment Standards 3.1 d: decide on and apply the appropriate style, point of view and format of text; 3.1 h: develop coherent ideas and organise these by using techniques such as mind-maps; 3.2 e: apply paragraph conventions and 3.3: reflect on, analyse, and evaluate own work. All these assessment standards are addressed in the language and structure aspect of the novel/drama essay rubric.

3. PERFORMANCE (Average mark: 13.2/25)

A random sample of 100 scripts produced 49 responses with marks between 3 and 25 out of 25. The average percentage was 52.7.

4. ANALYSIS OF PERFORMANCE (where candidates lacked expertise, etc.)

- Too much stress placed on racial/Muslim-Christian issues in some centres

- Too many candidates just tell the story/summarise the plot; guidance offered by bulleted points helps them to direct their summaries so that they can pass.
- Evidence that many centres concentrated on Othello to detriment of other setwork
- Points not noted by candidates include: Othello's language breakdown (from refined to barbaric); the idea of a just or righteous killing instead of the idea that "if Othello can't have Desdemona, nobody can"
- Too much repetition particularly from candidates who do not know the play very well

QUESTION 14 (*OTHELLO* Contextual Question)

1. AIM/OBJECTIVE

This question required knowledge of plot, character, themes, symbolism and writing style. The skills involved:

- Recall of content
- Interpreting dialogue and deducing character
- Discussing character
- Discussing the dramatic effect of a scene
- Assessing the validity of a statement and justifying opinion
- Explaining tragedy

The values and attitudes tested ability to understand character, the effect of a lack of trust and jealousy and to give insight into the evil nature of some people.

2. RELEVANCE OR RELATION OF THE QUESTION TO THE LEARNING OUTCOMES AND ASSESSMENT STANDARDS

The learning outcome and general assessment standard for the entire paper is Learning Outcome 2 – reading and viewing and Assessment Standard: explore and evaluate key features of texts and explain how they contribute to meaning – literary texts.

The key features focused on in this question are:

- 14.1 recall of plot
- 14.2 interpreting dialogue and deducing character
- 14.3 discussing character from actions
- 14.4 recall of content and interpretation of character
- 14.5. analysing and interpreting dialogue
- 14.6 discussing dramatic effect of a scene
- 14.7 evaluating a character in light of actions
- 14.8 critically discuss a character's motivation for his actions and understanding of tragedy.

3. PERFORMANCE (Average mark: 13.2/25)

A random sample of 100 scripts produced 11 responses with marks from 0 to 25 out of 25. The average was 52.7%.

4. ANALYSIS OF PERFORMANCE (where candidates lacked expertise, etc.)

- 14.2 Many did not know that Othello was of royal birth.
- 14.3 Many candidates saw ambiguity in this question and answered it from Othello's perspective on Desdemona i.e. would Othello still term Desdemona as "gentle". The question, however, required an assessment on whether Desdemona may still

be termed “gentle” from an objective viewpoint.

- 14.6 This question was poorly answered: candidates must be taught to see the text as a play to be staged and respond to it from an audience member’s perspective.
- 14.8 Many failed to respond to the idea of a just or righteous killing being Othello’s motivation and saw it instead that “if Othello can’t have Desdemona, nobody can”.

QUESTION 15 (*THE CRUCIBLE* Essay Question)

1. AIM/OBJECTIVE

This question required knowledge of characters and the theme of justice and truth.

The skills involved:

- Interpret incidents and how they motivate actions
- Analyse and interpret development of characters
- Analyse and discuss development of theme
- Discuss dramatic effect of a scene

The values and attitudes tested ability to understand character, honesty, integrity, truth and justice in the light of the judgement of a higher being. The objective is to test the insight of learners into characters’ feelings, integrity and how important it is to stand firm in what one believes to be right.

2. RELEVANCE OR RELATION OF THE QUESTION TO THE LEARNING OUTCOMES AND ASSESSMENT STANDARDS

The learning outcome and general assessment standard for the entire paper is Learning Outcome 2 – reading and viewing and Assessment Standard: explore and evaluate key features of texts and explain how they contribute to meaning – literary texts.

The key features focused on in this question are:

- Understanding the themes of the justice and truth
- Understanding character development
- Forming an argument and motivating points
- Planning and executing a literary essay

The essay question also covers Learning Outcome 3 – writing and presenting and the Assessment Standards 3.1 d: decide on and apply the appropriate style, point of view and format of text; 3.1 h: develop coherent ideas and organise these by using techniques such as mind-maps; 3.2 e: apply paragraph conventions and 3.3: reflect on, analyse, and evaluate own work. All these assessment standards are addressed in the language and structure aspect of the novel/drama essay rubric.

3. PERFORMANCE (Average mark: 13.2/25)

A random sample of 100 scripts produced 12 responses with marks between 5 and 21.5 out of 25. The average percentage was 52.7.

4. ANALYSIS OF PERFORMANCE (where candidates lacked expertise, etc.)

- Pre-learned essays forced into the topic must be discouraged.
- Essay length – do not write too long or too short.
- Too much storytelling: story essays will just pass.
- Bullet points help weaker candidates but strong candidates must be encouraged to go further than the suggestions.
- Essays require insight and not just knowledge of content and characters.
- Candidates should not just write four character sketches. The topic addressed

justice and truth and all points should be related to this theme.

QUESTION 16 (*THE CRUCIBLE* Contextual Question)

1. AIM/OBJECTIVE

This question required knowledge of plot, character, themes, symbolism and writing style.

The skills involved:

- Recall of content
- Interpreting dialogue and deducing character
- Assessing character and relationships
- Discussing the dramatic effect of a scene
- Assessing the validity of a statement and justifying opinion

The values and attitudes tested ability to understand character, relationships and integrity.

2. RELEVANCE OR RELATION OF THE QUESTION TO THE LEARNING OUTCOMES AND ASSESSMENT STANDARDS

The learning outcome and general assessment standard for the entire paper is Learning Outcome 2 – reading and viewing and Assessment Standard: explore and evaluate key features of texts and explain how they contribute to meaning – literary texts.

The key features focused on in this question are:

- 16.1 recall of plot
- 16.2 interpreting dialogue and deducing character and motivation
- 16.3 evaluating dialogue in terms of plot
- 16.4 discuss motivation of actions
- 16.5. analysing and interpreting dialogue and character
- 16.6 discussing character growth
- 16.7 show knowledge of and discuss development of theme of conformity or justice and truth in extract
- 16.8 analyse text and interpret mood created through dramatic performance.

3. PERFORMANCE (Average mark: 8.2/25)

A random sample of 100 scripts produced 26 responses with marks from 1 to 20 out of 25. The average was 32.6%.

4. ANALYSIS OF PERFORMANCE (where candidates lacked expertise, etc.)

In some centres knowledge of the text is lacking and candidates respond to questions as if it were a comprehension passage.

- 16.3 Candidates needed to state what each one confessed and then state the significance of each confession. This gave 4 marks.
- 16.6 This required candidates to examine what John and Elizabeth's relationship had been and then how it was changing; this gave 4 marks: 2+2.
- 16.7 Themes were poorly understood
- 16.8 Candidates had great difficulty with this question – there was almost a complete lack of understanding; candidates must be taught that this is a play and how stage directions impact on the text

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

- Constantly extend the vocabulary of your learners. Many did not understand the

meanings of “glibly”, “optimism”, and “pessimism”.

- Teach learners to use synonyms when discussing suitability of words e.g. when discussing “decomposition” candidates must show that they know the speaker is breaking down or analysing the photograph and describing the “decay” of the beggar.
- Literary terminology must be covered. All poetic devices must be taught and understood. In this paper many lost marks because of a lack of knowledge of what an “ode” is. This should have been taught to candidates.
- Grammar and punctuation is important. A candidate will not score a high mark if he/she is not fully competent in using language. Practise writing full answers at school – not just verbal revision.
- Instructions must include: answer in the correct order.
- Candidates must be reminded that it is compulsory to answer either question 5 or 6. They should use the checklist provided after the instructions to ensure that they have made the correct question choice.
- Handwriting is important. Please impress upon learners the importance of neat work and maintaining a consistent handwriting throughout the script. CAPITAL LETTERS MUST NOT BE USED THROUGHOUT THE SCRIPT. Use sentence case.
- Candidates must leave lines between sub-questions in contextual questions and must write to the end of the page. Rule off at the end of each question and start each question on a new page.
- Teach candidates to analyse questions carefully.
- Simplistic language such as “nice”, “negative”, “positive”, “a lot”, etc. must be avoided.
- Literary essays:
 - Some essays still written under headings – just used information indicated by bullet. This is insufficient to score beyond the “moderate” level for content.
 - Some essays were written in point form: this is unacceptable.
 - Continue to teach learners how to structure essays and how to paragraph work correctly. This year we saw a vast improvement in this area.
 - Candidates must avoid repetition in their essays
 - Punctuation must be used correctly; some make comma splice errors throughout their essay.
 - Practise writing effective introductions. For example, starting an essay with a rhetorical question focuses attention on topic without saying the following: “In this essay I will ...”.
 - Learners use far too many generalizations without backing up with specific details from the text; candidates know texts but must demonstrate knowledge of these.
 - Need to learn to spell names; names of characters, places, etc. need capital letters.
 - Do not use colloquial language – he is a good guy, control freak, etc. Learners must be told to write in a formal register. (It was pleasing to note that SMS language was not as prevalent this year.)
 - Do not replace the play with the video/DVD. The play must be read, discussed and dramatised. Candidates must be familiar with the text. Likewise, do not replace the novel with the video/DVD: concentrate on familiarising your learners with the written text.

8. ANY OTHER COMMENTS

It was refreshing to have new texts to both teach and assess this year. Learners, too, seem to have responded well to the change with the impression being that many more learners showed a solid grasp of the content of the various genres. The poetry (both the poems and the questions asked) has proven generally accessible to most candidates. Considering the decision has been made to retain the same 15 poems next year, teachers will be able to teach the poetry with more confidence the second time round.

The LTSM have been beneficial to teachers and learners, although it is important to note that not all schools received this material from the Education Department. I would suggest that one uses one's Subject Advisor in following up on this.

A number of candidates failed to answer the unseen poem and perhaps the National Panel of Examiners should consider moving these questions back to the start of the paper. However, following instructions carefully could prevent this from happening.

I would like to encourage teachers to come together in their clusters on either the day the paper is written or on the day after and discuss the questions in the paper and whether there are any problematic questions, etc. This feedback could then go straight to the department for submission to the National Panel for discussion at the National Memo meeting of Provincial Chief Markers. This meeting usually takes place about 3 to 4 days after the paper has been written.

Finally, I would like to re-iterate my comments made in last year's report regarding on the final marking session. I stated that one way of improving your teaching is to go through the Grade 12 marking process at the end of the year. Those who come to mark always go away with a more focused approach for their next year of teaching. We are always in need of markers (this year we did not have a full quota of markers) so I would like to encourage all who teach the subject to apply to mark Paper Two.

Good luck with the teaching of the 2010 Grade Twelve learners. May you make the year exciting and enjoyable and instil a love of the English Language in some, if not in all, of your learners.

SIGNATURE OF EXAMINER/MODERATOR: _____



SIYASEBENZISANA/ WORKING TOGETHER/ SAMEWERKING
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