



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:	ONE
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DATE OF EXAMINATION:	2 NOVEMBER	DURATION:	2 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

	COMMENT ON CANDIDATES' RESPONSES	ADVICE / GUIDANCE FOR TEACHERS
1.1	Learners answered this question well. It was easy to deduce the answer from the text.	Some questions – especially the first ones – will be easier. They are not trick questions!
1.2	Many learners simply quoted from the text without adding their own comments. Some answers lacked detail.	It is not good enough to simply make one statement for 3 marks. Learners needed to show logical progression – using the text, they should have commented on each phase. Simply lifting a quotation is not good enough.
1.3	This was an easy question and most learners fared well. The answer was simply a re-arrangement of the question.	Learners must not be put off by questions which they might think are too simple and which might contain a trick. There will be lower order questions.
1.4	Multiple choice – very well answered.	It is fine to simply write down the correct letter in a multiple choice answer.
1.5	Learners were able to earn one mark. They had to show link to “electronic media” or television to be able to explain the rest and earn the other 2 marks.	Learners must be aware of mark allocation and must make sure that they follow the instructions clearly. Here they were required to “explain...”
1.6	This was an excellent higher order question. It proved difficult for most in that it required evaluation and analysis. Learners were required to have an opinion, but to express it within the spirit of the text. Some gave too much personal opinion, using irrelevant examples.	Learners need to be shown how to analyse carefully and how to answer a difficult question by assessing the text. Where quotations are used, learners must acknowledge them and must express a valid opinion and show how this is linked to the question.
1.7	Too many simplistic answers were given here.	Learners do not always have to agree with a statement. In fact, they may agree with part of it and disagree with another part of it. Answers must be specific here. Teachers should revise the function of an introduction or teaser.
1.8	It was easy to simply lift the answer from the text.	Learners must use their own words, as far as possible, and be able to analyse what they are writing. 3 marks demanded a detailed answer here.

1.9	It was difficult to score the full 3 marks here, largely because the text did not provide all the information. Learners had to focus on the link between sport and culture – not just one part. Some misinterpreted the word “culture” and wrote about racial issues or the culture of certain sports.	Learners must learn to deduce information and be able to justify their opinions. Again, they can both agree and disagree with the given statement. It is important that they understand the exact demands of the question.
1.10	Candidates answered this question well as there were many options in the answer. Both general and specific answers were accepted.	
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1.12	Candidates had difficulty earning the full 3 marks. They did not give enough attention to the emblem itself. In some cases, the wording under the emblem proved a distraction – these words were simply lifted or used to try to explain the emblem.	They needed to focus on various aspects of the graphic and then make a valid comment on each one. Attention to all aspects of visual literacy is important. Learners had to refer to Texts A and B – they must not forget this.

QUESTION 2

	Learners were confused by the instructions given under 2.1 and 2.2. This was an error on the paper. One instruction should have been given. Nevertheless, most answered well. In some cases, however, sentences did not make sense. There was a lot of lifting from the original text, without the use of the candidates’ own words. Some candidates lied about the number of words used!	All instructions must be followed. This is a good test in how to use full sentences. Teachers must keep revising this – especially with regard to the use of finite verbs. Learners need to use their own words to show that they have grasped the meaning of a text. The teaching of summary skills is very important because of the impact it has on all subjects.
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QUESTION 3.

3.1.1	Most candidates earned the full 2 marks here. Some penalised themselves by stating the first part (which then led to the assumption that the second part followed) but not stating the second part.	It is a good idea to work to the mark allocation, even if it might mean stating the obvious.
3.1.2	This earned full marks as long as the candidate referred to the graphic and made a valid comment – either positive or negative.	Learners must be specific and not simply refer to “it”. The instruction “justify” implies that the image should be described and then a comment made.
3.2	This was a complicated question. Most candidates scored only 1 mark and not the full 2.	Learners should not be put off by unusual terminology (“outstanding” used to mean “bold”). Learners should be shown how to interpret the essence of the question. They should also avoid slang and try to answer using standard English.
3.3	Many candidates ignored the instruction to discuss BOTH advertisements and so lost 2 marks! The question called for comments on both wording and graphics. Several answers were just muddled comments.	Learners must be shown how to answer a question such as this one clearly and methodically.

QUESTION 4

4.1.1	Specific detail is needed here. For 2 marks, learners need to make two separate and clear comments. Many simply made vague comments on the still.	Learners must be shown how to comment on all details used in visuals.
4.1.2	Many candidates battled to interpret the meaning of “local”. However, they were able to deduce which issues were being highlighted.	Again, specific detail is required. There must be some kind of interpretation given.
4.2.1	This was generally well answered. Candidates were able to identify the emotion shown and then comment.	

4.2.2	Often the whole question was not answered.	Learners must re-read the question to make sure that they have answered all of it. Here, they had to focus on two aspects with regard to the graphic and many focused on only one. They must show how they get to the deductions they make.
4.2.3	Candidates managed this question well.	They need to remember to focus on all aspects of the graphic. Again, specific details are vital to show that they have grasped the essence of the question.

QUESTION 5

5.1	Many did not recognise the adverb.	Need to revise parts of speech.
5.2	Very few candidates quoted the entire main clause.	Need to revise clauses.
5.3	Candidates did not do well here. Problem with tenses was common.	Important to teach reported speech thoroughly – especially with regard to tense change. Also to teach learners that “ago” becomes “earlier” or “before”.
5.4	Spelling error – well done.	
5.5	Synonym – again well answered. Multiple choice question.	It is sufficient to write down the letter only.
5.6	Generally well answered, especially as the memo had been extended.	Need to revise slang and colloquial language.
5.7	Concord error – very well answered.	Pleasing to note that learners can recognise and correct such errors. Well done to teachers.
5.8	Punctuation question – most candidates scored well here, especially as the memo had been extended.	Teachers need to revise use of the semi-colon as opposed to use of the colon.
5.9	Error in question – all candidates given the mark regardless of answer.	

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

It is most important that hand-writing is legible and scripts are neat and clear. It is also important to leave a line between each answer and the next. We all need to encourage learners to read in order to improve their vocabulary and expression. Summary skills have to be taught and drilled. More attention should be paid to visual literacy and to the interpretation of cartoons, advertisements and other images. The correct terminology needs to be taught with regard to this section. Textual editing practice is vital – so that learners can correct themselves in both written and spoken English. It is also important that teachers show learners how to respond to instructions e.g. justify / give the significance of / explain / comment on...

8. ANY OTHER COMMENTS

It is certainly extremely worthwhile for the chief marker to attend the national memo discussion. The confidence gained there filtered down to the senior markers and, through them, to the markers. This enabled the marking session to flow smoothly.

Paper One is largely seen as the technical component of English Home Language and many teachers have commented that they would like to see even more grammar being tested, not only to reward the learners who have studied this, but also to improve the standard of both written and spoken English at a time where these aspects are being eroded by a lack of reading and more focus on quick messaging (cellular phones, emails, facebook). Teachers need to keep teaching grammar rules and it is, therefore, important that grammar questions still appear on the exam paper. The texts which were used in this paper were mostly interesting and accessible to the majority of learners. It seemed that all learners had enough time to complete the paper.

SIGNATURE OF EXAMINER: MRS C H FERREIRA



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