



ASSESSMENT & EXAMINATIONS

Bundy Park, Schornville, KWT * Private Bag X 4571, KWT, 5600
REPUBLIC OF SOUTH AFRICA, Website: www.ecdoe.gov.za

NSC 2011 CHIEF MARKER'S REPORT

SUBJECT	ENGLISH FAL
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PAPER	1
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DATE OF EXAMINATION:	NOVEMBER 2011	DURATION:	2 HOURS
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SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

The question paper was received well. The vast majority of rural learners should have found the question paper easy to answer, however, they did not. The prescribed learning outcomes and assessment standards of NCS have been taken care of. The themes and topics dealt with in the question paper are within the life experience of the Grade12 learners. The candidates scored better on the summary this year than in previous years owing to the marking system used. The question on Visual Literacy was not well answered at all. In general the learners did not do very well in the language and editing skills questions.

SECTION 2:

**Comment on candidates' performance in individual questions
(It is expected that a comment will be provided for each question on a separate sheet).**

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
In general this question was not answered well owing to lack of reading ability and understanding the passage. Much more reading practise is needed to rectify this.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Often learners fail to form a link between the question asked and their answers. It is clear that they lack understanding of what they read and have not managed the skill to discern whether their answer actually answers the question. For example in question 1.1.2 "common misunderstandings" was not understood. Hence learners just quoted verbatim from the passage despite the instruction to use their own words. In question 1.6 candidates indicated a lack of reasoning skills in order to give an answer that they had to deduce from the passage. The same would apply to questions 1.9 and 1.10. Learners fared poorly in questions 1.12 and 1.13 because they could not see the link between the questions and Text B.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Comprehension must be a regular exercise with more feedback from the teacher to the learner. With more practice hopefully the learner will improve his comprehension skills. Teachers must encourage learners to read more often to improve their vocabulary and sentence structure.
(d) Describe any other specific observations relating to responses of learners
Most learners struggle to express themselves in complete sentences. For example in question 1.2.2 when asked to explain one physical and one emotional effect of being overweight learners could not express themselves in complete sentences. Teachers must pay more attention to sentence structure e.g. subject , verb and object and also the joining of sentences into one meaningful sentence. Practice in the writing of simple, complex and compound sentences is essential in making learners aware of sentence structure. Teachers should discourage the use of starting sentences with conjunctions.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
Encourage learners to express themselves freely in class without necessarily pointing out all their errors. This will help to instil confidence.
QUESTION 2
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
In general the summary was well answered as learners could relate to the topic on self image.
There were also no penalties for language and format errors this time.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Learners repeated the same facts at a different point. They also ignored the word limit.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Learners must be taught not to use bullets when instructed to number their sentences. They need to be able to re-word the words used in the passage so that the answer is not a direct quote. Learners must be encouraged to use and be aware of punctuating sentences correctly as they will be penalized for language errors.
(d) Describe any other specific observations relating to responses of learners
Learners failed to indicate the number of words used. It appears that many learners are not taught to write a rough draft of the summary before writing the final draft. They must, however, cross out the rough draft.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
Teachers should start teaching simple summary exercises in the lower grades. In this way the grade 12 learner will be much more familiar with the format and what is expected of them in a summary and also more confident in their summary writing.
QUESTION 3
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Learners fared poorly in Question 3 based on the advertisement- many had clearly not been exposed to more than just the basics of advertising i.e. the slogan. Visual literacy is also a form of testing vocabulary e.g. questions 3.2 (sips and gulp. Learners must be able to interpret the illustration as well as the text e.g. question 3.4.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
It was poorly answered because of lack of vocabulary and language skills and the inability to identify an example of alliteration. They also failed to make an inference between the text and the illustration. Many did not substantiate the stance they gave in question 3.5 when asked to express what they thought about the appeal of the advertisement.
(c) Provide suggestions for improvement in relation to Teaching and Learning
There must be more exposure to the teaching of advertisements and learners must realize that they will be asked to give their opinion on the advertisement. Opinions must always be substantiated.
(d) Describe any other specific observations relating to responses of learners
Despite the fact that the advertisement was about Purejoy juice, the question on purity was confused with Purity baby food. Learners do not reveal that they understand the difference between being asked to quote two words, phrases or sentences.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
Assign the task to learners to bring advertisements that appeal to them to school and let them explain why it appeals to them. Study the coloured advertisement and compare it to a photocopy of the same advertisement. Ask learners to explain how the two differ and why. In this way you are testing their awareness of advertising techniques.

QUESTION 4
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The question was not very well answered.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Learners lack the ability to read and interpret cartoons. Once again they fail to interpret the link between the written word and the picture. Many could not recognize the symbols used depicting music notes and gutter language. They cannot read and interpret body language.
(c) Provide suggestions for improvement in relation to Teaching and Learning
More exposure to cartoon work. Practise in interpreting not only the written word but also the body language and the wider meaning of the picture.
(d) Describe any other specific observations relating to responses of learners
Learners often refer to the facial expression or use of arms or hands without mentioning what the expression or movement means. Many misinterpreted the instruction to 4.1 and simply drew frame 1 onto their answer sheet because of the word illustration (drawing) used in the question. Some learners realized that the font size of the word “last” in frame 2 was used for emphasis but could not explain what it was emphasizing. Many learners read the word “gutter” as “guitar” and could not understand the word “gutter language.” Again many learners failed to substantiate their stance in question 4.4.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
More exposure to cartoons as it is clear that learners are really not interested in cartoons. Teachers must instil interest in cartoons since visual literacy is part of the language paper. Learners could be encouraged to bring examples of cartoons to class.
QUESTION 5
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The learners’ performance in this question was generally disappointing despite the fact that they have been exposed to general language exercises like this in all previous papers.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Learners have not been drilled in basic components like active and passive voice, reported speech, the use of question tags, combining sentences and identifying obvious grammatical errors in sentences.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Teacher should not totally abandon teaching the learners grammar despite the communicative approach to teaching. There is no reason why learners cannot be drilled in the basic language exercises tested in question 5.

(d) Describe any other specific observations relating to responses of learners

In question 5.5 the contraction “he’d” was not contextualized and interpreted as “he had” instead of “he would”. The dictionary work needs more attention and exercise. The reported speech was poorly answered despite it being a stock question.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

The Standard of Common Papers in grade 11 does not adequately prepare the learners for the standard of the grade 12 paper. Rules of language should be drilled. Learners must also be encouraged to read more. Teachers should also make use of past question papers to prepare their learners for the exams.

SIGNATURE OF CHIEF MARKER: _____



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