



**Province of the
EASTERN CAPE
EDUCATION**

ASSESSMENT & EXAMINATIONS

Bundy Park, Schornville, KWT * Private Bag X 4571, KWT, 5600
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NSC 2011 CHIEF MARKER'S REPORT

SUBJECT	ENGLISH HOME LANGUAGE		
PAPER	ONE		
DATE OF EXAMINATION:	24 OCTOBER 2011	DURATION:	2 HOURS

SECTION 1:

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

The quality of answers has improved generally. However, we would like to encourage teachers to stress that their learners should use full sentences more often. It is also important that they use their own words, as far as possible. There is still too much lifting from the text. Although there appear to be fewer candidates attempting this paper when they should be writing ENGFAL, there are still some centres where marks are very low because the candidates are obviously not able to write on ENGHL level. It was also most pleasing to note that there was far less "sms language" in the answers. With regard to pure grammar (Question 5), it appears that some teachers are giving this area far too little attention. Although this question carries only 10 marks, the use of good grammar is needed for both Papers 2 and 3. In most cases, work was neat, well set-out and easy to read. Some learners need to remember to leave lines between answers and to pay attention to poor handwriting. There is still the problem of some learners writing copious answers (seven or eight sides to answer Question 1) or answers of one or two lines for 3 and 4 mark questions. Learners must pay attention to mark allocation and refrain from verbosity. In fact, they often contradict themselves when their answers are too long.

SECTION A: QUESTION 1 – COMPREHENSION (30 marks)

	QUESTIONS OFFICIAL MARKING GUIDELINES ADDED AT END (IN BOLD).	COMMENTS ON LEARNERS' ANSWERS	WHERE WAS EXPERTISE LACKING IN ANSWERS? (SUGGESTIONS FOR TEACHERS)
1.1.1 LO4 AS3	What do you understand by the reference to sport as a 'national religion'? (2) The implication is that sport is taken extremely seriously by South Africans. / The concept of unity/devotion/zeal/passion may be discussed. / Sport is the only thing that brings South Africans together. (2) It is almost as if the nation sees sport as more important than anything else (1)	Some gave only one simple statement = 1 mark only. A more detailed discussion on only one concept earned 2 marks.	Straightforward question set to allow learners to settle down... Learners must focus on specific words in question – here "national religion".
1.1.2 LO4 AS3	Identify the stereotype referred to in line 2 and explain what is suggested about it.(2) The stereotype in line 2 is that males are inclined to watch sport/females are not. (Accept quotation) (1) The suggestion is that sport unites people/ breaks stereotypes. (1) [1 mark for identification, 1 for explanation].	Good to see that most learners were able to identify the stereotype. This question was generally well-answered.	Markers allowed for ambiguity in, "What is suggested by it ?" – it was acceptable to explain the particular stereotype being discussed. This led to some repetition in the answer. Teach learners to use their own words as far as possible and to make sure that their meaning is clear.
1.2.1 LO4 AS3	Describe how South Africans tend to react to sporting victory. (2) When a South African team is victorious, there is general wild celebration with a huge amount of noise all over the country. (2) Happy/spending spree (1) If candidate simply lifts from passage – 1 mark only.	Learners need to focus on word "describe" so that they do not simply copy from the text. Far too many simply copied without thinking. Good interpretation is required.	This question seemed to encourage simple lifting from the text. This question is worth 2 marks. Detail is required as is good vocabulary.
1.2.2 LO4 AS3	Suggest why the writer issues the warning, 'Just don't look too cheerful on the Monday morning after a dismal sporting weekend!' (2) The writer warns readers that many South Africans take sport so seriously that they would be deeply offended if anyone fails to be passionate enough about winning. (2) (A discussion of the idea of being unpatriotic) (2)	Far too many learners focused on Monday and the effects of too much partying or Blue Mondays! They did not realize that the main issue was a lack of loyalty or patriotism which would irritate avid supporters who would be in mourning after a particular loss.	Question called for deduction from text. Learners need to be more aware of tone, especially on this topic!

1.3 LO2 AS3	<p>Explain the significance of pointing out that '400 years ... suddenly seemed ...' (paragraph 3). (2)</p> <p>On the other hand, sport has such a powerful effect that the World Cup victory was able to undo the bitterness of that struggle in a short period of time, as if instantaneously. (2)</p> <p>Warfare between South Africa's groups went on for a long time. (1)</p>	<p>There was too much copying from the text here. Learners needed to focus on huge effect of the one moment when the Rugby World Cup victory occurred. Again, it was not difficult to find the answer – but interpretation and a valid explanation were required.</p>	<p>This looked easy, but question was difficult in that it required interpretation. Good idea to teach learners that "significance" means "what does it stand for or symbolise? (All begin with "S"). Also – answers must be precise – not good enough to simply mention the moment – focus on this particular moment.</p>
1.4 LO4 AS 2,3	<p>Do you think that the placing of inverted commas around 'wrong' (line 18) is appropriate in context? Explain your answer. (2)</p> <p>Yes. It indicates the absurdity of the situation (1). Furthermore, it shows that the colour of D'Oliviera's skin was more important than his talent, which draws attention to the irony. (1)</p> <p>If candidates simply state that the inverted commas are used ironically = 1</p> <p>OR [NO. Credit well-substantiated opinions.]</p> <p>The inverted commas are overused and not linguistically sound, i.e. not a quotation, nor a foreign word or slang. The word "wrong" is contextually correct as this was during the Apartheid era.</p>	<p>Most learners could earn 1 mark by simply stating that there is no such thing as any skin colour being wrong. Unfortunately, some got caught up in their own issues on racism and lost focus. However, many successfully explained the absurdity of the situation. Many realised that the writer is, in fact, distancing himself from this viewpoint.</p>	<p>Again, learners need to be sensitive to tone and to be aware of irony. Perhaps show them how to see that there is a contradiction in the statement.</p>
1.5 LO4 AS3	<p>What does 'When he was selected ... crustiest British conservatives' (lines 20-22) suggest about the difference between British and South African conservatives at the time? (2)</p> <p>The British conservatives were far less prejudiced than their South African counterparts. Sport and talent were what mattered to them.</p> <p>The South Africans, on the other hand, were governed by their prejudices at the expense of any other consideration. / The British were concerned with about sport and talent while the South Africans were concerned with/about race. (2)</p> <p>(Differences /comparison might be either explicit or clearly implied in the answer).</p>	<p>Far too many learners did not know the meaning or implication of the word "conservatives". They simply focussed on racism and managed to score 1 mark if this was well explained. The word "crustiest" also led to some confusion.</p>	<p>Question is testing comparison between conservatives in Great Britain and those in South Africa. This was a difficult question. However, the marking guideline does offer a variety of options.</p> <p>This highlights the need to keep focussing on improving vocabulary. Learners also need to be able to deduce meanings of words in context.</p>

1.6 LO2 AS3 LO 4 AS 3	<p>What does the nickname of the South African national soccer team, 'Bafana Bafana' or 'The Boys' (line 51), imply about the attitude of soccer fans to the team? (2)</p> <p>The nickname implies that the soccer fans are affectionate toward the team./ The name implies that the fans can identify with the team as family or friends.</p> <p>(Award marks for valid negative responses, e.g. boys are not men.)</p> <p>[Assess alternative responses on merit].</p>	<p>This was generally well answered. Learners had interesting opinions with the majority stating that fans feel affection for their team.</p>	<p>It is a good idea to show learners that a mixed response is perfectly acceptable.</p>
1.7 LO2 AS4	<p>Is the order in which the various sports are dealt with in the passage as a whole significant? Justify your answer. (3)</p> <p>Yes. Rugby and cricket are mentioned in the early stages of the passage as South Africa's performances in these sports have been especially successful. The D'Oliviera affair highlighted the evils of apartheid and this helps to justify giving cricket prominence. Soccer is referred to later as it is very popular but the teams have been less successful. The reason that golf and the other sports are mentioned last is that they are lower-profile- and have fewer supporters. (Not necessary to refer to D'Oliviera).</p> <p>OR</p> <p>No. Soccer should be mentioned first as it has the greatest number of followers. It is also accessible to the majority of South Africans. Golf is a sport for the elite and should not be presented as more important than boxing or other sports popular among the masses.</p> <p>[Mark globally. Credit content which is valid and well-substantiated. Whatever criterion/criteria/logic the candidate uses must be sustained throughout the answer.]</p>	<p>Many were able to earn 1 or 2 marks. The word "order" was the focal point and a valid discussion was expected. Many varied answers were accepted as per the marking guideline.</p>	<p>Learners need to focus on the question and then be able to extrapolate from the text.</p>

1.8 LO2 AS2 LO4 AS3	<p>Comment on the effect of the way in which the two men in the poster are presented. (3)</p> <p>The picture of Nelson Mandela is larger than that of Francois Pienaar. This shows that President Mandela is a political/historical 'giant' and plays a far greater role than the captain of the rugby team. The men are back to back, which indicates the support they need to give to each other.</p> <p>(Consider and award marks for other identifications e.g. both men are smiling/ It is a low angled shot.)</p> <p>[Award 1 mark for identification + 2 marks for a comment on the effect. Candidates must be awarded full marks if the identification is implicit in the comment. If only one man is commented on, award a maximum of 11/2 marks).</p>	<p>Generally, this was well-answered. Most learners commented on the fact that the men were back-to-back. It is important that they realise that Morgan Freeman and Matt Damon are the actors portraying Mandela and Pienaar. Perhaps a tighter question which guided them more clearly would have helped. E.g. Describe and comment on three facets...Some learners only described what they saw and some only made comments. However, there were also some very interesting and valid observations.</p>	<p>Good idea to tell learners to work to mark allocation and to look for three issues to describe and discuss.</p>
1.9 LO2 AS4 LO4 AS3	<p>Discuss the significance of the words, 'leader' and 'champion' in the context of this film.</p> <p>The word 'leader' refers to President Mandela's role in ending apartheid/giving birth to democracy. The champion is Francois Pienaar, who led South Africa to victory. Both Mandela and Pienaar are leadership champions (2).</p> <p>[Candidates must refer to both "leader" and "champion"]</p> <p>[No marks to be awarded if there is no evidence of a discussion.]</p>	<p>Learners must relate their answer to the text and heed the words "in context" – many simply attempted to define these two concepts without relating them to the film. This question called for analysis. Many were distracted by the blurb – "His people needed a leader. He gave them a champion" – even going so far as to insinuate that Mandela engineered the World Cup win!</p>	<p>Again, focus on key words – here significance is the important word. Learners must not be distracted by other words on the poster.</p>

1.10 LO4 AS3	<p>The title, Invictus, is a Latin word which most readers would not understand at first. Comment on whether this is a wise or an unwise choice of title.</p> <p>Wise. It attracts attention and arouses the curiosity of the average movie-goer. If the word is broken up, there is a hint of victory. One may assume this has something to do with the two actors/characters.</p> <p>OR</p> <p>Unwise. Average movie-goers would be put off by a title they do not understand and which they might find distracting/intimidating/pretentious. They might not see that the film has any relevance to South Africa.</p> <p>[Credit mixed or alternative responses].</p>	<p>Generally, this was well-answered as most learners could make a valid comment based on the detail provided in the question.</p>	<p>Teachers should tell their learners that a mixed response is valid (and often earns a valuable second mark, as long as it is not too contradictory).</p>
1.11 LO2 AS2 LO3 AS3	<p>Does the poster (TEXT B) support the writer's view of the value of sport as expressed in paragraph 5 of TEXT A? Motivate your opinion. (4)</p> <p>Yes. The writer of Text A believes that it was a sporting moment that 'helped to heal the country's racial drift'. This is clearly illustrated by the fact that Tulu, who was the first African woman to win a major Olympic title, was able to run a 'lap of honour' with Elana Meyer, a white Afrikaner. Text B visually presents Nelson and Francois Pienaar supporting each other back-to-back. Again, the suggestion is that sport is valuable in bringing unity. In both Text A and Text B it is implied that sport breaks barriers.</p> <p>OR</p> <p>[No. Consider and credit well-substantiated opinions. Mark globally]</p>	<p>Unfortunately, far too many learners failed to pay attention to the second part of the question and focus on paragraph 5 of Text A only! There was too much waffle about racism in sport and racial unity.</p>	<p>Encourage learners to read the question carefully and to make sure that their answers are detailed enough to earn 4 marks.</p>

COMMENTS AND SUGGESTIONS:

- The texts, while interesting and well-linked proved problematic to some learners. Some are tired of these topics – sport, racial issues and Apartheid (before their time) and others got caught up in their own racial issues and were side-tracked from the texts before them.
- Too much copying / lifting from the text occurred.
- Candidates need to be taught the importance of using their own words, identifying key words in questions, using full sentences, using inverted commas for quotations, and making sure that they answer all parts of the questions that require more than one aspect answered.
- Although many teachers try to teach their learners not to waffle, markers had to wade through very long, sometimes tedious answers, to look for points which could earn marks.
- Register and tone are always important and learners need to practise examples of these so that they are sensitive to them when they read.

SECTION B – QUESTION 2 – SUMMARY (10 marks)

(LO2 AND AS1 AND 4)

QUESTION 2 SUMMARISING IN YOUR OWN WORDS

TOPIC = ADVANTAGES OF POSITIVE THINKING

- **Positive thinking leads to personal development.**
- **It helps one to achieve success, whatever the situation.**
- **One gains that which one expects.**
- **Others are more likely to help us if we have a positive attitude.**
- **Positive thinking /attitudes prevent certain toxins from affecting us.**
- **Positive thinking enables one to avoid frustration and failure.**
- **Thinking positively reduces negativity and unhappiness.**
- **Perseverance in having a positive attitude will eventually alter the way one thinks.**
- **People want to be around positive people.**

Marking the summary:

- Mark allocation:
7 marks for 7 points (1 mark per point)
3 marks for language
Total marks = 10

Distribution of language marks:

- 1 – 3 points correct = award 1 mark
- 4 – 5 points correct = award 2 marks
- 6 – 7 marks correct = award 3 marks

WORD COUNT

- Markers are required to verify the number of words used.
- Do not deduct any marks if the candidate fails to indicate the number of words used or if the number of words used is indicated incorrectly.
- If the word limit is exceeded, read up to 5 words over = 95 words.
- Summaries that are short, but contain all the required main points should not be penalised.

The use of sentences or points is fine. Lifted or own words fine. Bullets are fine.
Mark FIRST summary if there are two.

Keep topic in mind all the time – must be ADVANTAGES of positive thinking!
Copying allowed but must make sense. If 2 points appear in one sentence, credit both.

COMMENTS AND SUGGESTIONS:

- Instructions were simple, clear and sufficient.
- Candidates must focus on instruction – “Advantages of Positive Thinking” – not negatives!
- It was evident that in some centres little or no time is given to teaching summary skills.
- This summary tests skills of analysis.
- Candidates not taught to omit padding.
- It is important to teach candidates to follow instructions exactly as they are given for the set summary.
- Too much lifting was done – and it earned marks in most cases – with very little penalty.
- Some candidates digressed from the content in the text and put in personal viewpoints and irrelevant information.
- Too much information came from too few sentences, unfortunately. This baffled some learners who thought they had to select from each paragraph. Again though, it highlights the need to heed instructions.

SECTION C – QUESTION 3 – ANALYSING ADVERTISING (10 marks)

	QUESTION	COMMENT ON LEARNERS' ANSWERS	ADVICE TO TEACHERS
TEXT E 3.1 LO2,AS2 LO4,AS3	<p>Describe the kind of reader to whom this advertisement would appeal. Support your answer by referring to the advertisement. (2)</p> <p>This advertisement will appeal to those who have money to invest / are business-minded/entrepreneurs/ordinary people who want to make more money from investments/snobs/people who are upwardly mobile/elitist (1)</p> <p>The advertisement mentions that it is a 'private' bank. / It also refers to ensuring that they provide something 'extraordinary' for the clientele. / This will be most suitable for those who require specialised services because of the vast amount of money they have/are creative (1)</p> <p>[1 mark for “kind of reader” + 1 mark for “support”. For 2 marks, the second part of the answer must support the first part].</p>	<p>Some found it difficult because question was a little vague and led to vague answers. Many forgot to refer to the text – whether by using a quotation or a reference.</p>	<p>Learners must answer the whole question. There was not much text to work with, but analysis is still needed.</p>

3.2 LO4 AS3	<p>Explain whether the slogan, 'Out of the Ordinary', is justifiable in terms of a claim made elsewhere in the text about the service being advertised. (2)</p> <p>Yes. 'Out of the ordinary' implies the extent to which Investec Private Bank would go in order to address the needs of its clients. / It further links with the idea that the phrase 'entrepreneurial approach' is more than just words. / The content in the advertisement further declares that clients will 'never have to settle for anything less than the extraordinary'.</p> <p>[Award 1 mark for the quotation + 1 mark for explanation of the quotation].</p>	<p>Learners were told to explain not to describe! Question is long and detailed so learners must read it carefully. Some failed to do so and so earned only 1 mark. Again, learners did not use whole text ("a claim made elsewhere in the text").</p>	<p>Teach learners to focus on the whole question and to manipulate vocabulary so they do not simply lift from the text.</p>
3.3 LO2 AS2AND 4	<p>Comment on the effectiveness of the statement, 'Leadership is a verb', as an advertising device. (3)</p> <p>The expression is 'catchy' because it is apparently absurd/simply wrong, since 'Leadership' is a noun. The reader might be lured into reading on about the claimed advantages of Investec. Some might be impressed by the idea that (Investec's) leadership is dynamic/go-ahead.</p> <p>[Mark globally. Award marks for well-reasoned responses.]</p>	<p>Many learners could earn 2 marks, but few got to 3. They forgot to comment on the part of speech – leadership is a noun/not a verb before making their comments!</p>	<p>Again, learners must be made aware of mark allocation and the need for detail in answers.</p>

3.4 LO2 AS2	<p>Do you think the visual image is suitable for the service being advertised? Justify your answer. (4)</p> <p>Yes. The picture of the zebra is 'extraordinary'. The reference to South Africa and Africa makes one think of the wildlife and the zebra fulfils this idea. The zebra looks like a horse, but a really 'different' horse.</p> <p>[Consider and mark, on merit, that the zebra conveys the idea that the company is not racist as it has black and white stripes – maximum of 11/2 for well-argued answer]</p> <p>OR</p> <p>No. A zebra has nothing to do with a private banking company. The zebra makes one think of wildlife, which has no links to what is being advertised. / The zebra is not one of the Big Five/not usually symbolic of a leader. (NB: Open-ended. Consider and mark, on merit, well-argued responses.)</p>	<p>This was an open question which allowed for a variety of opinions. Learners must not be afraid to voice their opinions and to back them up.</p>	<p>Again, a mixed answer is allowed and learners must not be afraid of giving this type of answer.</p>
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COMMENTS AND SUGGESTIONS:

This question was not easy for those learners not exposed to a variety of magazines or newspapers. It is a good idea to focus on logos, graphics and slogans, in particular.

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA (10 marks)

	QUESTION	COMMENT ON LEARNERS' ANSWERS	ADVICE TO TEACHERS
TEXT G 4.1.1 LO2 AS3	<p>What do Madam's facial expression and body language reveal about her feelings in frame 1? (2)</p> <p>Her facial expression reveals that she is happy. (1) Her body language tells us she now feels safe (1) / They reveal that she is quite confident and assured that the new wall will guarantee her safety. (2)</p>	<p>Easy to earn 1 mark by just mentioning that Madam is happy. Many of the learners focussed correctly on facial expressions and body language to validate their comments.</p>	<p>Continue to highlight the many aspects of visual literacy.</p>

4.1.2 LO2 AS2 & 4	<p>Refer to frame 2. What do the idiomatic expressions, 'I've had it' and 'being fleeced', convey about Madam's attitude towards crime? (2)</p> <p>The idiomatic expressions mean that Madam is fed up with being robbed. (1) Her attitude reveals that Madam will now 'fight back'/ defend herself against crime. (1)</p>	<p>Well-answered, although many learners only wrote enough to earn 1 mark.</p>	<p>Teachers need to focus on idioms and learners' understanding of them. Learners should be able to deduce meanings in context.</p>
TEXT H 4.1.3 LO2 AS2	<p>Explain how humour is created in this cartoon. (2)</p> <p>Madam states that she refuses to be ripped off by criminals and has therefore added a security wall. When she receives the bill for the installation of the wall, she realises that once again she has been robbed. (2)</p> <p>(Irony is used to create humour / Eve's cynical facial expression creates humour in frame 4 – award 1 mark only).</p>	<p>The majority of learners realised the irony was used, even if they did not state this in so many words – they were aware of a contradiction. Too many simply said "now she has been ripped off" without further explanation.</p>	<p>Continue to test learners on irony – it is commonly asked – in Paper 2 as well.</p>
4.2.1 LO2 AS3 & 4	<p>Why does the mother-in-law accuse Andy of 'sarcasm'? (2)</p> <p>Andy refers to his mother-in-law as 'beloved'. However, he clearly does not like her.</p> <p>[Credit candidates who mention tone/body language/position at the door.]</p>	<p>Some learners merely defined sarcasm and did not refer to the cartoon. One good statement was enough to earn 2 marks.</p>	<p>Explain sarcasm to learners – they need to be able to look for clues in the cartoon.</p>

4.2.2 LO2 AS4	<p>The cartoonist does not show the mother-in-law in any of the frames. Do you think that this is an effective technique? Motivate your response. (2)</p> <p>Yes. The reader can supply her own idea of a hideous hat: this is more effective than drawing one. / The big gap in the relationship between Andy and the woman is suggested by her being out of the frames.</p> <p>OR</p> <p>No. It would have been very effective if the cartoonist had shown the mother-in-law wearing the hideous hat. [Consider and credit other valid responses.]</p>	<p>Most learners could earn 1 mark. A more detailed response earned 2. Some even mentioned Andy Capp's posture and other valid responses were credited.</p>	<p>What you don't see is more striking than what you do see! Teach learners to look for specific details in the cartoon – visual literacy focus.</p>
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COMMENTS AND SUGGESTIONS:

Learners did well in this section and there was much evidence of visual literacy being well-taught. However, detail was lacking in some cases. Learners must answer in more detail and must not assume that markers will interpret what they are trying to communicate. Several answers required more than one point.

QUESTION 5: USING LANGUAGE CORRECTLY (10 marks)

	QUESTION	COMMENT ON LEARNERS' ANSWERS	ADVICE TO TEACHERS
5.1 LO4 AS2	<p>Rewrite the following in the passive voice: People who are fashion-conscious tend to prefer brand-name clothing (line 1). (1)</p> <p>Brand-name clothing tends to be preferred by people who are fashion-conscious.</p>	<p>Very few learners were able to get this correct. Many did not understand how to change from active to passive voice. The word "tend/tends" proved problematic. This was a good higher order question.</p>	<p>Teach active and passive voice – concentrate on tense and concord and give learners more difficult examples.</p>
5.2 LO4 AS1	<p>'There is a large amount of people who prefer clothing that is loose and baggy' (lines 2-3).</p> <p>Identify the incorrectly used word and correct it. (1)</p> <p>amount (1/2) - number (1)</p>	<p>Many learners focussed incorrectly on concord.</p>	<p>This common error needs to be emphasised.</p>

5.3 LO4 AS1	'However, many others would sooner wear much tighter fitting clothes, even if they are uncomfortable (lines 4-5). Identify and correct the error of degree of comparison in this sentence. (1) (much) tighter fitting clothes (1/2) – (much) more tightly fitting clothes (1)	This question proved to be extremely difficult and no candidates scored here, unfortunately. The focus of the question might have misled the learners. Some were able to identify the error, but could not correct it.	Revise parts of speech and degrees of comparison with special focus on adjectives and adverbs.
5.4 LO4 AS2	'When wearing their apparently sprayed-on outfits, it gives them a false sense of being stylish' (lines 10-11). Rewrite the above sentence so that it is grammatically correct. (1) Wearing their apparently sprayed-on outfits gives them a false sense of being stylish. When (they are) wearing their apparently sprayed-on outfits, <u>they</u> are given a false sense of being stylish. <i>When they are wearing..., it... = incorrect.</i>	Good example, mostly well-answered. The word "it" caught many of them.	Revise the misrelated/hanging/dangling phrase and participle. This goes hand in hand with concord.
5.5 LO4 AS2	Identify and correct the error of concord in paragraph 3. (1) that are well-known is (1/2) – are (1) (must be in context)	This was a good question, but the distractor confused the learners so some changed "are" to "is".	Learners need to read the whole paragraph. Revise concord.
5.6 LO4 AS3	Explain the ambiguity in the following sentence: They are expensive because extensive advertising has made many youngsters think that they are superior to any other brand (lines 13-14). (2) Caruso jeans are superior to any other brand. (1) Youngsters are superior to any other brand. (1)	This was a difficult question because of the length of the example which confused many learners. Many did manage to score 1 mark.	Teach learners to focus on the use of pronouns.
5.7 LO4 AS1	Provide a noun form of 'materialistic' (line 15). (1) material/materialism/materialist	This was well-answered.	Spelling must be correct. Plurals are acceptable Focus on vocabulary and derivatives.

5.8 LO4 AS2	Rewrite 'being really chilled' (line 19), using formal <u>Standard English</u> . (1) being really relaxed/at ease (attitude, NOT clothes) [Do not award a mark for pretending to be relaxed/comfortable/sophisticated.]	This was well-answered and relevant to these learners.	Focus on register.
5.9 LO4 AS1	'Yo, I'm cool, dude!' (lines 19-20) Is the above an example of a phrase or a clause? Give a reason for your answer. (1) Clause (1/2) It contains a FINITE/FULL/COMPLETE verb. (1/2) / a phrase has NO FINITE VERB (1/2)	Some learners did not realise that "am" is a finite verb. The register and the use of a contraction confused them.	Focus on phrases and clauses and finite and non-finite verbs!

COMMENTS AND SUGGESTIONS:

Teachers must still focus on textual editing and basic grammar, especially given the bad influence of technology (cell phones, Americanisms, television, general colloquial language). This is vital for Papers 2 and 3 as well. Some learners may have been answering Question 5 in a rush at the end of the exam.

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

GENERAL

- There should be teacher training courses for teachers of English HOME Language in some areas. Many teachers appear to be unequipped to teach their candidates the proper structures and content. That anomaly must contribute enormously to candidate failure.
- Emphasise necessity to follow instructions. Read key words.
- Teachers must teach candidates to set out their work neatly (line between answers, neat writing, new page for new section), and to answer questions in the order in which they appear on the exam paper. Candidates must number their answers properly.
- Question terminology must be taught. "Close reference to the text" means that candidates must refer to the diction in the text – not just quote a word or two. "Graphic" or "illustration" refers to pictures and not the words.
- Every effort must be made to improve the vocabulary of candidates by using a variety of sources. Candidates must read more widely.

SECTION A: QUESTION 1 - COMPREHENSION

- Candidates must answer questions as fully as possible, without being verbose or repetitive.
- Candidates must learn to focus clearly on the specifics of a question. Candidates must be taught to link passages and make mention of both sources when answering.
- When candidates are told specifically to use own words, they must do so. Candidates need to be taught the importance of using their own words, identifying key words in questions, using full sentences, using inverted commas for quotations, and making sure that they answer all parts of the questions that require more than one aspect answered. The practice of lifting must be discouraged.
- Candidates respond “agree” and then disagree (and actually produce a good disagree answer). They must be encouraged to check what they have read to ensure accuracy of expression.
- Many weaker candidates are visually illiterate. They need to focus on details of visual literacy and to make specific reference to them. All details must be taken into account.

SECTION B – QUESTION 2 – SUMMARY

- It is important to teach candidates to follow instructions exactly as they are given for the set summary.
- Summaries must be written in the candidate’s own words.
- Summary skills are sorely lacking in certain centres and it is difficult to believe that they have even been taught the basics. The summary must be taught.
- Candidates must be taught to omit padding (“without a doubt”, “of course”, “according to this text”).
- Candidates should aim at providing at least seven points in the summary – both point-form and prose-form. They need to keep to one paragraph.
- Candidates must use third person pronouns.
- Learners who go over the word limit penalise themselves.

SECTION C – QUESTION 3 – ANALYSING ADVERTISING

- Aim at full answer and deeper analysis to get full marks
- Stress advertising techniques.
- Some candidates need to learn advertising terminology – e.g. logo, graphic, body copy...

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

- Candidates need to be able to recognize irony and to discuss it in detail. Not enough to simply describe what is happening in the cartoon.
- Stress importance of looking at all details in a cartoon.
- Cartoon analysis is an excellent skill to teach – part of visual literacy and very common in much of the media to which our learners are exposed.
- Generalisations are not required. Statements must not be vague.

QUESTION 5: USING LANGUAGE CORRECTLY

- Revise errors of concord.
- Revise parts of speech/word classes.
- Revise ambiguity.
- Punctuation rules again
- Spelling rules to be revised.
- Revise prefixes – separate from actual words.
- Terminology to be revised.
- Although only 10 marks can be directly earned from teaching grammar, it must be done. A good understanding and application of grammar basics improves language expression in general.

SIGNATURE OF EXAMINER/MODERATOR: _____



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