



## CHIEF MARKER'S REPORT

<b>SUBJECT:</b>	<b>ENGLISH HOME LANGUAGE P1</b>
-----------------	---------------------------------

### 1. ANALYSIS OF QUESTION BY QUESTION PERFORMANCE

#### QUESTION 1

#### SECTION A: QUESTION 1 - COMPREHENSION

	QUESTION – AND ITS AIM / OBJECTIVE	COMMENT ON LEARNERS' ANSWERS	WHERE WAS EXPERTISE LACKING IN ANSWERS?
1.1 LO2 AS1	What was the author's intention in writing this passage? (2) <b>An open question that requires straightforward answer. To test whether or not learners can assess point of the article</b>	Candidates unsure of the meaning of " <b>intention</b> " – able to get first mark, not always the second one. Often missed the point of differentiation.	Candidates must work to full mark allocation and answer specifically. Not enough to make one simple statement.
1.2. LO4 AS3	Refer to paragraph 1 – Explain in your own words the difference between the two types of comic strips that feature win a daily newspaper. (2) <b>Called for comparison and analysis – and for use of own words.</b>	Tended to lift; struggled to express in own words. Very few could manipulate language.	Emphasise necessity to follow instructions. Candidates told specifically to use own words
1.3 LO4 AS3	Refer to lines 5 – 6 – suggest why, when printing cartoons, newspapers on a Sunday in America might have an advantage over newspapers printed daily. (2) <b>Testing deduction and opinion.</b>	Many missed the point of "Sunday". Too many simply lifted "inflated" – and earned an easy mark. Not able to make a valid deduction based on the information given.	Candidates need fuller answer for 2 marks. They need to think more widely.
1.4 LO2 AS4	In your opinion, why might "newspapers tend to dissociate themselves from the comic book"? (2) <b>Candidates supposed</b>	Give your opinion – too global, no limitations, need to substantiate clearly. Difference between comic strip in	Vocabulary needed. Candidates needed to focus on whole question.

	<b>to differentiate between role of newspapers and comic books – not comics in both. Good higher order question, again opinion called for more than comprehension.</b>	newspapers and comic <u>book</u> (on its own) caused confusion. Many simply commented on comic strips in newspapers. Many did not understand “dissociate”.	
1.5.1 LO4 AS1	Writer refers to a “high-flown social purpose” (line 16) – explain what this suggests. (2) <b>A simple vocabulary question.</b>	Although a straightforward question, candidates confused about social purpose – often see it as gossip about celebrities. Tended to try to explain these words in context – perhaps because “line 16” given as reference. Social purpose seen as socializing; speak of socialites and celebrities. Some answered 1.5.2 in 1.5.1	Answer the question as it appears. Candidates need to focus on exact words of question. It is not good enough simply to lift sections.
1.5.2 LO4 AS3	Substantiate whether you agree or not that cartoon strips “fulfil no high-flown social purpose”(line 16) (3) <b>Higher order question.</b>	The answer was sometimes influenced by that given to "1.5.1". Negative confused candidates. Some said they agreed and gave the opposite opinion in their answers. Not many candidates were able to score 3 marks here. Easy to lift the answer from the passage too. Again, this called for opinion more than comprehension. However, there were some very thoughtful, well-balanced answers too.	Candidates need to read questions very carefully and to think widely in giving their opinions. Also important to write enough for 3 marks.
1.6 LO4 AS3	Explain importance of Walt Kelly’s comic strips. (2) <b>Accessible question.</b>	Straightforward question. Insufficient detail or explanation provided. “Lampoons” not known, but copied – no mark awarded.	Candidates must use own words. Vital to understand concept of satire and, indeed, to deduce meaning of “lampoons”.
Text B 1. LO2	What does paragraph 2 reveal about writer’s attitude to Mandela?	Some candidates did not answer fully. Made generalized comments.	Candidates must refer to whole question – attitude then close reference to

AS3	Discuss by close reference to the language used in this paragraph. (3) <b>Accessible question.</b>	Listed quotes, without explaining them or putting them into context. The majority could earn 2 marks, but did not provide close reference to earn the third mark.	passage. Also teach emotive language.
1.8 LO4 AS3	Why do you think the comics about Mandela were “circulated to school children and others for free”? (2) <b>Needed to focus on more than one issue.</b>	Candidates did well, simply because it was deemed enough to elaborate on one aspect only. Marking guideline was lenient here.	Look for focal point of question. Teachers often tell learners to look for two different points – still a good idea.
Text A & B 1.9 LO2 AS4	Using both texts A and B, do you agree “Biographies are about great human beings, comic books are about heroes” – argue your viewpoint. (4) <b>Again, opinion called for here. This was accessible to those with a wide world view and good vocabulary.</b>	Too many marks. Many candidates simply tried to explain these words. Some excellent answers from the candidates who were prepared to think laterally and to write detailed answers. In fact, the candidate who was prepared to write a very long answer often ended up scoring more marks. This tends to favour girls, who write in far more detail than boys do.	Stress need to argue – albeit from own general knowledge and only partly from the text. Learners must write enough detail for 4 marks. It is possible to both agree and disagree with the given statement as long as answer is logical and not contradictory. Show candidates that in many instances there are both pros and cons.
Text C 1.10 LO2 AS2	What is suggested about Mandela in this cartoon? Motivate your response. (3) <b>Lovely cartoon to complement Text B.</b>	Generally, well answered. Some got confused with “long walk to freedom”, especially as Mandela was carrying a book in the cartoon.	Stress importance of looking at everything in a cartoon and of paying attention to detail.
Texts B and C 1.11 LO2 AS4	In your opinion, does Text C support the information provided on Mandela in Text B? (3) <b>Needs clear motivation.</b>	More opinion than comprehension here. Candidates waffle in general but do not address aspects of texts. Difficult to award full marks for answer. Learners forget to refer specifically to the texts and to explain the link (or not) between the two.	Again, attention must be paid to details in question.

## **COMMENTS AND SUGGESTIONS:**

- As far as content is concerned, many learners do understand what comic strips are, but few understand the concept of comic books. A comprehension is supposed to test a candidate's understanding of what has been read. Weaker candidates often gave garbled responses with no real focus. (1.4, 1.5.1, 1.5.2, 1.9).
- 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. (1.7, 1.9, 1.10, 1.11) There is a lack of vocabulary skills (1.4, 1.5, and 1.6)
- 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.
- Some candidates did not number their questions properly, e.g. for 1.7 and 1.8, they wrote Text B; 1.9 Texts A and B.
- Candidates must be taught to link passages and make mention of both sources when answering.

## **SECTION B – QUESTION 2 – SUMMARY (LO2 AND AS1 AND 4)**

### **COMMENTS AND SUGGESTIONS:**

- Instructions were simple, clear and sufficient.
- It was evident that in some centres that little or no time is given to teaching summary skills.
- This summary tests skills of analysis.
- Candidates need to be taught the difference between the point and prose form summaries – some were confusing the two.
- Candidates not taught to omit padding (“without a doubt”, “of course”, “according to this text”).
- Some candidates included examples – this is unacceptable.
- 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 centres lied blatantly on word count. Marking for content should end at the specified number of words to be used.
- Candidates used first and second person pronouns instead of third person pronouns.
- Candidates digressed from the content in the text and put in personal viewpoints and irrelevant information.

## SECTION C – QUESTION 3 – ANALYSING ADVERTISING

	QUESTION	COMMENT ON LEARNERS' ANSWERS	ADVICE TO TEACHERS
TEXT E 3.1 LO4 AS1	Explain the function of the mathematical symbols (+ and =) in the illustration. (2) <b>Straightforward – demanded more than simplistic explanation of mathematical symbols.</b>	Generally well-answered as candidates could expand on answer.	Aim at full answer and deeper analysis to get 2 marks
3.2 LO4 AS1	Give a reason for the advertiser's choice of font for the written text. (1) <b>Vocabulary test – "font"</b>	Well-answered. Candidates understood reason for font being used.	Make sure all candidates understand what "font" is.
3.3 LO2 AS2	In your view, does the illustration effectively convey the advertiser's intention? Justify your answer. (3) <b>Good question because makes candidates think more about purpose of illustration.</b>	Poorly answered, because candidates did not and focus on intention of advertiser. Many did not even focus on the illustration, but simply made a vague comment about the advert.	Stress advertising techniques – and working to mark allocation again.
TEXT F 3.4 LO2 AS4	Does the picture of the young man contradict the statement that "money is no laughing matter"? Explain your answer. (2) <b>Look at all aspects of graphic and show link to bank.</b>	Most candidates could see that the picture contradicts the statement – few could link this to the bank advert and the wording used in the advert.	Detail needed in answer. Again a good idea to aim at making two points for the 2 marks.
TEXT E AND F 3.5 LO4 AS3	Would you consider the slogan for Standard bank to be a suitable one for Text E, the <i>Heartbeat</i> programme? Motivate your answer. (2) <b>Interesting question and a good idea to link the two adverts.</b>	The majority could earn 1 mark. It took more careful thought for candidates to earn 2 marks. Very few disagreed with the statement. Some could not identify the slogan.	The instruction "motivate" requires an in-depth analysis.

### COMMENTS AND SUGGESTIONS

Both texts were well chosen and the link between them was clear and interesting. Some centres appear not to teach advertising, unfortunately.

#### QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

	QUESTION	COMMENT ON LEARNERS' ANSWERS	ADVICE TO TEACHERS
TEXT G 4.1 LO2 AS3	Discuss what the cartoonist is satirizing. (2) <b>Excellent to test whether candidate can see beyond merely describing the cartoon.</b>	Many varied answers taken into account as per the marking guideline. Difficult to mark sometimes, because needed to differentiate between candidates who simply described the cartoon and those who understood what was being satirized.	Candidates need to be able to recognize satire and to discuss it in detail. Not enough to simply describe what is happening in the cartoon.
4.2 LO2 AS2 & 4	How do the body language and facial expressions of the characters contribute to the humour of the cartoon? (3) <b>Candidate must pay attention to detail.</b>	Candidates earned easy marks for simply highlighting facial expressions or examples of body language. Many were confused as to who the three characters were exactly – some confused the priest and the groom – and some even saw a gay wedding!	Stress importance of looking at all details in a cartoon.
TEXT H 4.3 LO2 AS2	Explain what the graph reveals about the change in the levels of awareness of urban and rural teenagers. (2) <b>Good skill to test. Called for close focus – not an easy graph to analyse.</b>	Most could see that levels of awareness had increased – many did not earn second mark for commenting on the greater increase in the awareness of rural teenagers. Some obviously found the question difficult and did not seem able to analyse a graph at all.	This is an excellent skill to teach – part of visual literacy and very valid in our world.
4.4 LO2 AS3 & 4	In your opinion, is the presentation of this information more effective as a graph than it would be in words? Justify by referring closely to this graph. (3) <b>Good question – very valid part of visual literacy studies.</b>	Most could make two statements about the graph and then did not say anything about the information being presented in writing. Many answers simply consisted of one statement.	Statements too vague. Candidates must learn to mention specific points and to aim at a full answer to earn 3 marks.

#### COMMENTS AND SUGGESTIONS

The cartoon was slightly dated, although most realized that the groom was holding a somewhat outdated cell phone. There was an excellent link with cell phones; common to both cartoon and graph.

## QUESTION 5: USING LANGUAGE CORRECTLY

	QUESTION	COMMENT ON LEARNERS' ANSWERS	ADVICE TO TEACHERS
5.1 LO4 AS2	Identify and correct grammar error in line 1. (1) <b>Accessible question.</b>	Most could find error and either gave answer in the marking guideline or re-wrote the whole sentence correctly	Revise errors of concord and case.
5.2 LO4 AS2	Rewrite line 6: "Interested in the locals, I bought a newspaper." Begin: "I bought..." (1) <b>Good test of the use of conjunctions.</b>	Generally, well done.	Revise parts of speech.
5.3 LO4 AS3	Refer to lines 7 – 9 and explain the ambiguity in this sign. (2) <b>Ambiguity calls for two interpretations – the intended one and the perceived one</b>	Well done – as most candidates were able to identify the perceived interpretation and earn 2 marks as per the marking guideline.	Revise ambiguity.
5.4 LO4 AS2	Is the use of the apostrophe in MACHINES' in line 8 correct? Give reason. (1) <b>Good to test use of apostrophes – every teacher's bugbear, especially when incorrectly used to form plurals.</b>	Well answered generally – answers had to be read carefully to make sure candidate understood concept as some answers were convoluted. Markers had to read whole answer carefully.	Punctuation rules again – especially the use of the apostrophe which is often not understood.
5.5 LO4 AS1	Correct spelling of incorrect word in lines 15 – 16. (1) <b>Straightforward</b>	Fairly well answered.	Spelling rules to be revised.
5.6 LO4 AS1	Give meaning of prefix "auto" in line 10. (1) <b>Straightforward</b>	Generally, well-answered. Some learners used word "automatic" in error.	Revise prefixes – separate from actual words.
5.7 LO4 AS2	Correct the punctuation in line 14 to make clear the writer's meaning. (1) <b>Straightforward</b>	Well-answered – especially as there were additions to the marking guideline.	Punctuation uses again.
5.8.1 LO4 AS2	'Considering the importance of agreement" line 15 is ... (1) <b>Straightforward</b>	Not a problem for most.	Terminology to be revised.
5.8.2 LO4 AS2	Give a reason for answer above. (1) <b>Good to test reason too</b>	Not many seemed to know about finite verbs	Again, revise grammar rules and terminology.

## COMMENTS AND SUGGESTIONS

- This was an excellent question as it tested a range of grammar issues and candidates could learn for this section and be rewarded. There was evidence of excellent teaching in many centres. The text was well chosen and easily accessible to the candidates.

## 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.
- 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

- Some candidates, ironically the weakest ones, write up to three-quarters of a page for one comprehension answer and say nothing of worth. Teachers must focus on teaching candidates to be concise and focused in their responses.
- 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.
- Stress need to argue – albeit from own general knowledge and only partly from the text. Learners must write enough detail for 3- and 4-mark answers. It is possible to both agree and disagree with the given statement as long as answer is logical and not contradictory. Show candidates that in many instances there are both pros and cons.
- Vital to understand concept of satire and lampooning.
- Also teach emotive language.
- Candidates respond “agree” and then disagree (and actually produce a good disagree answer (1.5.2)). They must be encouraged to check what they have read to ensure accuracy of expression.
- Many weaker candidates are visually illiterate. For example, Mandela (1.7 – 1.9) is seen as a thief, stealing a book and not caring about others. Visual literacy must be taught. Teachers must focus on detail in cartoons (Texts C and G) and advertisements (Texts E and F) is source material in some schools a problem?



## **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 need to be taught the difference between the point and prose form summaries – some were confusing the two.
- Candidates must be taught to omit padding (“without a doubt”, “of course”, “according to this text”).
- Some candidates included examples – this is unacceptable.
- Some centres lied blatantly on word count. Marking for content should end at the specified number of words to be used.
- Using too many words will be severely penalized.
- Candidates must use third person pronouns.

## **SECTION C – QUESTION 3 – ANALYSING ADVERTISING**

- Aim at full answer and deeper analysis to get 2 marks
- Make sure all candidates understand what “font” is and similar advertising jargon means.
- Stress advertising techniques.
- The instruction “motivate” requires an in-depth analysis.

## **QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA**

- Candidates need to be able to recognize satire 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.
- This is an excellent skill to teach – part of visual literacy and very valid in our world.
- Generalisations are not required. Statements must not be vague. Candidates must learn to mention specific points and to aim at a full answer to earn 2 or 3 marks.

## **QUESTION 5: USING LANGUAGE CORRECTLY**

- Revise errors of concord and case.
- Revise parts of speech/word classes.
- Revise ambiguity.
- Punctuation rules again – especially the use of the apostrophe which is often not understood.
- 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.