



## **EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE**

Home of Examinations and Assessment, Zone 6, Zwelitsha, 5600

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## **2023 NSC CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>ENGLISH HOME LANGUAGE</b>		
<b>QUESTION PAPER</b>	1 <input type="checkbox"/>	2	3
<b>DURATION OF QUESTION PAPER</b>	2 HRS		
<b>PROVINCE</b>	EASTERN CAPE		
<b>DATES OF MARKING</b>	4 December 2023 – 19 December 2023		

### **SECTION 1: (General overview of Learners Performance in the question paper as a whole)**

The question paper was accessible, relevant and a fair guideline of the level of the proficient English Home Language learner. It would appear that candidates enjoyed answering the question paper as they could easily engage with topical and age-appropriate texts. Texts A and B, as the chosen texts for reading for meaning and understanding, set the tone for a well-balanced question paper. 'LISTENING INSTEAD OF READING IS NOT CHEATING' and 'TAKE AN ADVENTURE THROUGH AMAZON' are both topical and interesting with a very relevant message. 1.1 – 1.4 as entry level questions were a fair way to earn marks and generally well answered. However, the higher order questions that required a critical discussion, comment or justification with insight, were poorly answered. The progression to the higher order questions 1.5 – 1.12 correlates with an increase in lifting blindly from the text because of a lack of understanding.

The summary was an absolute gift question as stronger and weaker centres fared well here. Many weak candidates managed to score 80% and above as they could still score despite the lifting. A lack of vocabulary does not negatively impact performance in the summary.

The language structures and conventions were fairly well answered in Questions 3 and 4, however, the higher order questions proved to be a challenge as more detailed discussions with insight are required. 3.3, 3.4, 4.3 and 4.4 were challenging because the

**EXPLANATION** of the persuasive appeal of one stylistic technique, the **COMMENT** on the depiction of the woman, the **DISCUSSION** of the change in viewpoint with close reference to the verbal cues and the **CRITICAL DISCUSSION** as to how humour is created all presented a challenge as these questions required depth and understanding.

It is encouraging to note that in centres where basic grammar skills were taught even weaker candidates scored in Question Five. Candidates must be encouraged to adhere to the guideline that time spent on a question must be related to the mark allocation. Poor time management leads to a rushed attempt of Question Five and marks are unnecessarily lost.

## SECTION 2: Comment on candidates' performance in individual questions

QUESTION 1	
(a)	General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
1.1	A straightforward, good introductory question. The writer wants to create curiosity/pique the reader's interest.
1.2	A basic and accessible question. However, not all answers explained the change from reading to listening. Lots of lifting occurred – for which one mark was awarded.
1.3	An answer based on an explanation of 'READING INSTINCTIVELY FEELS LIKE THE HIGHER ART'. This was very poorly answered as some answers reflected the SUPERIOR/INTELLIGENT/SOPHISTICATED aspect, however, the automatic/general/natural component of the answer was totally missing.
1.4	A good, accessible question that was mostly well answered. THE RHETORICAL QUESTION INVITES THE READER TO THINK ABOUT THE ARGUMENT.
1.5	This question was fairly answered as the IRONY was not difficult to understand. Lots of lifting occurred but if the lifting showed understanding, then marks were earned.
1.6.1	Identification of tone was a challenge.
1.6.2	Even if the tone was incorrectly identified, the benefits of listening was identified.
1.7	Straightforward if learners identified the ATTITUDE as SENTIMENTAL/NOSTALGIC and identified TWO EXAMPLES OF DICTION. A critical discussion linking the attitude and the diction was required for the third mark. Mindless lifting indicates limited understanding of what the question requires.
1.8	The stylistic aspect of an appropriate conclusion to the article was not identified. The summarising of the author's belief that reading will never be entirely replaced by listening as books/print media have a purpose. The added touch of humour and linking the author's balanced view presented throughout the article must all be discussed as this is a HIGHER ORDER question that requires two well-discussed ideas. Straightforward if learners had been taught how the final paragraph is appropriately linked to the article

as a whole.

- 1.9 A basic entry level question on Text B extracting the answer from the verbal text. Poorly answered where weaker candidates basically lifted blindly. The idea that 'the driver has the ability to listen to her favourite books while driving /idea of multitasking must be conveyed for 2 marks.
- 1.10 These are not difficult because focus on the graphic was required for both answers. In and 1.10 the graphic images depict the EXPLORATION OF THE A JUNGLE/ BY A WILD JAGUAR
- 1.11 AT THE WINDOW of the car. An explanation of how these images illustrate her thought processes is required for the 2<sup>nd</sup> mark. The portrayal of the woman is crucial to answering 1.11. THE WOMAN'S CALM/ENGROSSED Demeanour conveys the message that Audible.com can change a DREARY COMMUTE INTO A FLIGHT OF FANCY.
- 1.12 Generally, learners earned more marks for Text B than Text A as they seemed to understand the visual text better. In order for the full four marks to be awarded, the sub heading and paragraph 4 of text A as well as Text B had to be critically discussed.

**(b) Why were the questions poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

- For higher order questions, large sections of the text were lifted without clear indication of understanding especially as the cognitive demands of the question are higher :1.5,1.7,1.12.
- Terminology is not understood
  - RHETORICAL QUESTION
  - IRONY
  - TONE
  - DICTION
  - ATTITUDE
  - DEPICTION
  - PORTRAYAL
- Inability to cope with the different demands of the different cognitive levels in a question.
  - LEVEL 1: IDENTIFY THE DICTION IN PARAGRAPH 7.
  - LEVEL 2: IDENTIFY THE WRITER'S ATTITUDE TOWARDS PRINT MEDIA
  - LEVEL 3: CRITICAL DISCUSSION
- 1.3 and 1.11 – More specific phrasing in these questions would have produced more focused answers. What does the writer mean by the expression, "Reading instinctively feels like the higher art"? The underlined words indicate the FOCUS of the question.
- TONE is referred to as projection/volume of voice. Also, many answers referred to tone as calm or relating to a figure of speech.
- 1.9 and 1.10 focus on her IMAGINATION WHILE DRIVING, multitasking idea with a slightly different focus each time. Differentiation is necessary.

- In 1.12 both texts were not mentioned. Or if Texts A and B and the subheading were mentioned then the critical discussion linking the points was omitted.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

- ✓ Learners must be taught to focus on the whole question and on specific vocabulary. It is important to teach learners that the opening sentence/rhetorical question/repetition is to create emphasis/suspense or to engage the reader.
- ✓ The stylistic techniques of the opening sentence/single word paragraph/rhetorical question must be taught as this is a very accessible lead-in type of question that can allow for the easy scoring of marks.
- ✓ Expose learners to different forms of writing styles in which the writer has different intentions. Incorporate paragraphs of the novel from *Life of Pi*/*The Picture of Dorian Gray* to highlight:
  - irony, tone, diction, attitude and depiction.
- ✓ Explain what a sentence is and make sure learners know how to write one.
- ✓ Use full sentences when answering.
- ✓ Teach learners even if the responses (1.10 and 1.11) sound similar, they must write them down as answers to each question. It is only the focus of the response that might change slightly.
- ✓ A wide range of words to describe TONE must be given to learners. The use of POSITIVE/NEGATIVE to describe tone/attitude must be strongly discouraged.
- ✓ Practise questions with different cognitive demands.

**(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.**

- 1.2 progress of technology referred to and not the change from reading to listening.
- 1.3 Learners explain expression as a whole, the mark for instinctively was rarely earned.
- Questions 1.6.1 and 1.6.3 were often omitted. Could either be attributed to accessibility or time constraints for weaker centres.
- 1.4 definition of a rhetorical question very often given.
- Learners need to be attentive to facial expression and other visual clues in the graphics.
- 1.5 – Lifting without understanding the irony. Learners must try to use own words.
- Learners do not reference Text B, Text A Paragraph 4 and the subheading as the question requires. They do not make it clear to which text they are referring.
- All rough work must be cancelled and answers in pencil are considered to be an irregularity.

## QUESTION 2

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

The selected topic for the summary, SILENCE IS GOLDEN was well received and this evident in the quality of the answers. This good performance is in keeping with past performance trends for weaker centres: below 40% in Q1,Q3,Q4 and Q5 and above 50% in Q2. It was very encouraging to note that stronger centres had marks that ranged from 80 – 100%.

**(b) Why were the questions poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

- Some misunderstood the question and focused on noise and not the benefits of silence.
- Some relied on own interpretation on the benefits of silence and not linking points to the question.
- Candidates are not reading the question carefully, hence misinterpreting the requirements of the question.
- Candidates did not adhere to the word count and EXCEEDED 90 WORDS.
- An introduction is a waste of words in the summary.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

- ✓ Format should be taught and regular practice in the correct format should be given.
- ✓ Encourage learners to be truthful about the number of words used and to respect the word limit.
- ✓ No personal opinions should be included in summaries.
- ✓ Encourage learners to draw a line through the rough draft to make sure it does not get marked.
- ✓ Do not WASTE UNNECESSARY TIME with setting out answer with QUOTES, OWN WORDS and PARAGRAPH FORM.
- ✓ Learners need to read the instructions carefully –sometimes responses need to use the imperative.
- ✓ Highlight the fact that the main points are not in all the paragraphs and that there may be more than one relevant point in a paragraph.

**(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.**

- Lack of vocabulary
- Meaning lost when attempted to put in own words.
- Repetition of points
- Incomplete sentence: half idea/point
- Learners must be taught to bracket/highlight salient points and work from there.
- Leave out :
  - Examples

- Figurative expressions
- Lengthy expressions
- Quotations
- Direct Speech

### QUESTION 3

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

- Candidates' performance varied from poor to average/above average depending on the strength of the centre.
- 3.1 and 3.2 as entry level questions elicited a fair number of accurate answers where the birds flying in the unusual formation of the brand name LEVI (that is directly linked to the phrase no ordinary flight) was identified. The timelessness and trendiness concept in fashion classic, when fully-explained, earned two marks.
- 3.3 as a higher order question was very challenging as many candidates could not differentiate the persuasive stylistic technique from the layout techniques.
- 3.4 The depiction of the woman in the visual and a link to the advertiser's message was not identified by weaker centres.
- 3.5 and 3.6 afforded candidates an opportunity to score if they were armed with a basic knowledge of the understanding that a VERB is an ACTION WORD and one of the functions of the apostrophe is to show POSSESSION.

**(b) Why were the questions poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

- Many did not notice the formation of the word LEVI and resorted to a literal interpretation or comparison to aeroplanes in 3.1.
- Limited vocabulary in 3.2 simply meant a repetition of the words and not a clear explanation of CLASSIC as traditional and FASHION as current.
- Grave misconception in 3.3 where the PERSUASIVE STYLISTIC TECHNIQUE was confused with the VISUAL/LAYOUT TECHNIQUES of the advertisement.
- 3.4 was also a challenge as the depiction of the woman was not identified but it could be seen that she was comfortable in her LEVI'S JEANS.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

- ✓ Exposure to more advertisements from magazines, newspapers, and PAST YEAR PAPERS.
- ✓ Teach learners how to identify the WRITTEN TEXT of an advertisement which includes a:
  - HEADLINE (usually in a large bold font)
  - SLOGAN (saying associated with a particular brand – ' You can rely on Defy')
  - LOGO (a symbol or other small design to identify a product)

- ✓ **The FONT chosen for an advertisement also creates the mood of the advertisement**
  - Traditional fonts will help to create a calm mood
  - Modern fonts will create a bolder mood
- ✓ **When colour is not used in an advertisement, the contrast between black and white often plays an important role in the visual text.**
- ✓ **The visual text can be the focus of the advertisement (the birds flying in the shape of the word 'LEVI'S' and the depiction of the woman standing in a relaxed position) to reinforce the message of the advertisement.**
- ✓ **THE PERSUASIVE APPEAL OF THE ADVERTISEMENT is the LANGUAGE OF THE ADVERTISEMENT.**
  - **EMOTIVE LANGUAGE ('simple', 'honest', 'Timeless', 'Dependable', 'Uncomplicated')** persuades the reader of the value of the product.
  - **RHETORICAL QUESTION ( Sometimes , don't you wish everything was a little more like that?)** shifts one's focus to the appealing, timeless quality of the jeans.
  - **PERSONIFICATION** of the brand ('honest', 'grows friendlier', 'Dependable', 'Uncomplicated') highlights the familiar and trustworthy qualities.
  - **THE USE OF SINGLE WORDS ('Timeless', 'Dependable', 'Uncomplicated',)**
    - emphasizes the quality of the jeans.
  - **THE IDIOMATIC/ ALLITERATIVE EXPRESSION/REPETITION/USE OF NEGATIVES, ('NO ORDINARY FLIGHT OF FASHION./ 'never wear out their welcome'/'Never?No,never!)** imply that the jeans are dependable/trustworthy/loyal/extraordinary, which creates a sense of reassurance.
  - The use of the **PERSONAL PRONOUN ('you')** engages the reader to think about the value of the brand.
  - **THIS A TWO-MARK QUESTION THAT IS BROKEN DOWN INTO THE IDENTIFICATION OF THE TECHNIQUE AND THE EXPLANATION**
- ✓ **The LANGUAGE OF ADVERTISEMENTS can also include :**
  - **MANIPULATIVE LANGUAGE**
  - **DRAMATIC STATEMENTS**
  - **CATCHY PHRASES**
  - **PUNS**
  - **RHYMES**
  - **HUMOUR**
  - **EXCLAMATION MARKS ( to add a sense of urgency and excitement)**
  - **NAMES OF CELEBRITIES AND EXPERTS (mentioned as a way of endorsing the product)**
  - **HALF-TRUTHS (usually including words such as 'may', 'most' and 'some')**
  - **SCIENTIFIC EVIDENCE**

○ SCIENTIFIC LANGUAGE

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

- Basic knowledge of ADVERTISING TECHNIQUES is lacking.
- Basic knowledge of PARTS OF SPEECH is lacking
- I proudly WELCOME you to our school (VERB)
- Her WELCOME was warm and heartfelt. (NOUN)
- Basic function of the APOSTROPHE is not known
- CONTRACTION/OMISSION
- POSSESSION

QUESTION 4

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

- A very broad mix of results ranging from 1-10 with an average of 5.2%. As a test of visual literacy, the performance in Q4 (cartoon) was an improvement on Q3 (advertisement).
- 4.1 was a good entry level as 'Hobbes scratching his head' was clear to see.
- 4.2 TONE was mistaken for volume/projection of voice (see 1.6.1).
- 4.3 showed a lack of the progression from Frame 1 to Frame 3. Weaker learners could see no change.
- 4.4 was a difficult question as the SARCASM when Hobbes says , 'CALL A LAWYER,' was lost on the weaker candidates.
- 4.5 and 4.6 showed basic knowledge of grammar lacking as answers reflected no knowledge of suffix/synonym.

(b) Why were the questions poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

- Tone in 4.2 is mistaken as sound/volume and interpreted as 'angry', 'aggressive', 'emphatic' and the shock element was missed.
- Visual clues instead of VERBAL CLUES were referenced for 4.3. Frame 2 was also referenced even though the question refers to Frames 1 and 3.
- 4.4 was poorly answered by weaker centres as each frame was paraphrased in order to CRITICALLY DISCUSS HOW HUMOUR IS CREATED in the FINAL FRAME.

(c) Provide suggestions for improvement in relation to Teaching and Learning

- ✓ Revise methods of showing HUMOUR and make sure that learners are able to explain:
  - SARCASM
  - IRONY
  - SATIRE



<ul style="list-style-type: none"> <li>○ PUN</li> <li>○ ANTI-CLIMAX</li> </ul> <ul style="list-style-type: none"> <li>✓ Teach visual literacy (facial expressions, body language) – learners must be able to describe, explain and say what it IMPLIES or SHOWS.</li> <li>✓ SARCASM is a concept which all learners should be able to recognise and describe. It would be a good idea to teach them to start with a broad definition (which will not earn marks, but which will give learners a platform from which to start).</li> <li>✓ They need to focus on the verbal and visual clues and be able to use logic in their responses.</li> <li>✓ Learners must study the mark allocation and actually study the frames and provide relevant responses.</li> </ul>
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<p><b>(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.</b></p> <ul style="list-style-type: none"> <li>• The jagged bubble is often referred to as a thought bubble.</li> <li>• Weaker candidates do not attempt 4.3 and 4.4.</li> <li>• Poor vocabulary is evident in 4.5 and 4.6 as a prefix instead of a SUFFIX was provided and judge/criminal/majesty/liar were incorrect answers given as synonyms.</li> </ul>
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**QUESTION 5**

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

The performance in Question 5 was average even though the question was well received. It is clear that a knowledge of HOMOPHONE, ANTONYM AND MALAPROPISM is useless without the basic vocabulary. Marks were generally earned with the punctuation, identification of the concord error, conversion from ACTIVE to PASSIVE VOICE and INDIRECT to DIRECT SPEECH.

**(b) Why were the questions poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

- In 5.1 the context of 'spin' was challenging for those who do not have a strong vocabulary and must come up with a FORMAL ENGLISH WORD for 'SPIN.'
- Lack of basic vocabulary so a suitable homophone, antonym and malapropism were not in the scope of a weaker learner's vocabulary for 5.2, 5.6 and 5.7.2.
- Lost marks when the word order was changed and it affected the meaning of the sentence in 5.5.
- 5.7.1 was where many referred to the wrong line or simply wrote it out in full and the REDUNDANCY was not removed.
- The conversion of INDIRECT to DIRECT SPEECH caught weaker candidates off guard.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

- ✓ Revision of terminology and drilling in practice exercises must be a constant in the GET and FET PHASES.

- Colloquialism/slang/jargon
- Concord in as many situations as possible
- Punctuation
- Comma splice error
- Active and passive voice
- Antonym/synonym/homophone
- Redundancy/Tautology
- Malapropism
- Direct and indirect speech
- Parts of speech
- Adverbial/adjectival clauses
- Misrelated/dangling participle
- Split infinitive
- Ambiguity
- Prefixes/suffixes
- Spelling rules
- Sentence structure

**(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.**

- 5.2 most common answer 'que'/line
- 5.3 commas, single dash/bracket or mixed pair.
- 5.5 A challenge to convert from ACTIVE to PASSIVE.
- 5.6 little/poor cropped up often as the ANTONYM for PROFOUND
- 5.7.1 Many referred to the wrong lines.
- 5.7.2 APT common answer for MALAPROPISM
- 5.8 It is clear that a basic knowledge of punctuation and tense is lacking.