



## **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	2	√3
<b>DURATION OF QUESTION PAPER</b>	3 HOURS		
<b>PROVINCE</b>	EASTERN CAPE		
<b>DATES OF MARKING</b>	9 – 19 DECEMBER 2023		

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

From a sample of 100 scripts the overall performance resulted in an average of 66.65%.

#### **SECTION A – ESSAY [50]**

Choose one question from eight options.

The average for Section A was  $33.8 / 50 = 67.6\%$

The most chosen option was question 1.1 (17 candidates)

The least chosen option was question 1.4 (7 candidates)

Candidates could find an option that suited them and the majority of responses were authentic and sincere. This meant that the quality of the writing was of a pleasing standard.

#### **SECTION B – TRANSACTIONAL WRITING [2 X 25]**

Choose two questions from six options.

The average for Section B was  $15.2/25 = 60.63\%$

The most chosen options were 2.2 and 2.4 (64 and 47 candidates out of 200)

Candidates should be able to score well in Section B, but there are formats that are not well taught or learnt, and, this becomes a penalty to their content mark on the rubric.

Two of the topics did require pre-knowledge of concepts, and that then narrowed the choices down for some.

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

<b>QUESTION 1</b>							
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>							
<b><u>ENGLISH HL P3 EASTERN CAPE – ANNEXURE TO MODERATOR/CHIEF MARKER'S REPORT.</u></b>							
SECTION 2							
QUESTION 1							
PERFORMANCE PER QUESTION.							
<b>Section A – Essay [50]</b>							
1.1 <i>The Rhythm of City Life</i>							
Average as per sample: 60%							
Number of candidates: 17/100							
Level distribution:							
Level	1	2	3	4	5	6	7
Frequency	0	0	4	5	4	3	1
<p>The topic allowed for a variety of responses. The most common theme was a comparison between rural life and that of the city. The weaker candidates tended towards unrealistic and fantasized essays (everyone is wealthier in the city; there is no crime because everyone is happy in the city) which showed that they had no realistic experience of city life. The Eastern Cape is a largely rural province, and it came through strongly in the responses.</p> <p>The more creative responses created a metaphor of music and beat and produced some excellent pieces.</p>							
1.2 <i>Abolishing plastic is an unrealistic expectation</i>							
Average as per sample: 68%							
Number of candidates: 13/100							
Level distribution:							
Level	1	2	3	4	5	6	7
Frequency	0	0	0	3	4	5	1

The topic lent itself more towards an argumentative or discursive essay and thus was chosen by stronger candidates. The candidates produced knowledgeable and mature arguments. Very few chose to write a narrative type of essay.

### 1.3 [Quote]

*'Truth never dies.*

*It may not come out*

*But it never dies.*

*It may kill you*

*But it never dies.'*

Average as per sample: 55%

Number of candidates: 15/100

Level distribution:

Level	1	2	3	4	5	6	7
Frequency	0	2	1	8	3	0	1

The topic was a popular choice amongst the weaker and stronger candidates who wrote discursive, narrative and anecdotal essays expounding the value of the truth over lies, and that the truth will out. It allowed for very personal responses and so the responses were generally authentic. Unfortunately, the essays often became repetitive once the initial statement about truth had been made, and candidates fell into the trap of running out of things to say. Also, candidates repeated lines from the quotation like a refrain. This was a tedious technique as it became mundane and lacking in originality.

### 1.4 *It was a loud and hearty laugh that broke the awkward silence of the room...*

Average as per sample 57%

Number of candidates: 7/100

Level distribution:

Level	1	2	3	4	5	6	7
Frequency	0	1	0	2	3	1	0

The topic was not well handled. Candidates did not all understand what a hearty laugh meant. Mostly candidates used this topic to write any essay they felt they wanted to write, and then inserted the line into the essay at a point that they felt was appropriate. This resulted in contrived essays which did not always flow logically and which felt off topic.

### 1.5 *In the rear-view mirror*

Average as per sample: 69%

Number of candidates: 10/100

Level distribution:

Level	1	2	3	4	5	6	7
Frequency	0	0	0	3	1	4	2

This was a popular topic and candidates responded to it using all genres. Mostly the candidates chose to write narrative essays reflecting on events in the past that have

created their present. In this way it was the perfect topic for matriculants to reflect on their school careers. More creative candidates wrote figurative essays which were well executed.

1.6 [Visual] Broken mirror/glass with face reflected in it

Average as per sample: 68%

Number of candidates: 14/100

Level distribution:

Level	1	2	3	4	5	6	7
Frequency	0	0	0	3	4	3	4

This topic proved to be popular and generally well-written. Candidates responded authentically basing their responses on heart break or trauma in their lives and how they are striving to overcome it. It must be noted that there were far too many accounts of incest and rape which were often graphically portrayed. This was a concern. There were candidates who took the topic beyond a personal response and wrote literally about broken glass in different contexts. These responses were also readable and got the credit they deserved. On the whole this was a well-executed topic.

1.7 [Visual] Book/fantasy world/two women

Average as per sample: 71%

Number of candidates: 13/100

Level distribution:

Level	1	2	3	4	5	6	7
Frequency	0	0	0	2	5	4	2

This topic was chosen by the more creative candidates and generally they wrote essays that linked interestingly to the visual. Those who did not perform as well as they could have, chose to write a fantasy that was unconvincing or a narrative that did not really gel or flow logically. This is always the peril of choosing to write in the fantasy genre.

1.8 [Visual] Hand holding light bulb/ forming shape of light bulb

Average as per sample: 57%

Number of candidates: 11/100

Level	1	2	3	4	5	6	7
Frequency	0	1	2	2	6	0	0

This was not frequently chosen but the candidates who did choose it worked literally and figuratively. Essays ranged from people who have brought light into their lives to loadshedding. The candidates limited their own content and so the essays were not very inspiring

**Section B – Transactional Writing [2 x 25]**

2.1 Dialogue – You have strong views on whether there is a place for traditions in a modern democracy.

Average as per sample: 59%  
 Number of candidates: 38/200  
 Level distribution:

Level	1	2	3	4	5	6	7
Frequency	3	2	6	8	9	3	7

The dialogue is always a popular choice. However, the prompts in the question were often not adhered to. There had to be a dialogue with someone with opposing views. The candidates did not always offer opposition and presented a one-sided discussion. Also, they did not fully understand that a 'modern democracy' merely meant in the present day. Many political debates were presented which barely touched on the idea of traditions.

*2.2 Formal Letter – Abandoned buildings are creating major problems and becoming a source of concern in your city. Write a letter of complaint.*

Average as per sample: 63%  
 Number of candidates: 64/200  
 Level distribution:

Level	1	2	3	4	5	6	7
Frequency	0	2	7	13	21	10	11

This year the formal letter of complaint was a very popular choice. Most of the candidates used the correct format, style and register. The content of the letters was realistic and the feeling was that the candidates could relate to the idea of abandoned buildings and all the evils they hide. The candidates who did not do as well neglected to apply the correct format and used an informal register.

*2.3 Magazine Article – Multinational corporations are using 'green spaces' for the development of a concrete jungle. Write a magazine article presenting your views about this phenomenon.*

Average as per sample: 61%  
 Number of candidates: 13/200  
 Level distribution:

Level	1	2	3	4	5	6	7
Frequency	1	1	1	3	2	1	4

A magazine article is a specialised piece of writing that carries certain expectations of style and structure. While this was not widely chosen, far too many candidates revealed that they did not really understand the purpose of a magazine article. Also, the nomenclature of the piece assumes knowledge of the concepts of 'multinational corporations', 'green spaces' and 'concrete jungle'. Candidates who did not understand these concepts did not do well as the article was then either full of digressions or off the topic.

*2.4 Speech – School-based surveys have revealed that the emotional well-being of young people is linked to the unhealthy lifestyle they lead. Write a speech that you will present at a youth club meeting, with the aim of convincing the audience to change their lifestyle habits.*

Average as per sample: 60%  
 Number of candidates: 47/200  
 Level distribution:

Level	1	2	3	4	5	6	7
Frequency	2	1	11	11	9	5	8

The speech is generally well done. This year candidates had to ensure that their speech was motivational and informed. To be convincing, the content had to make some sense in terms of improving emotional well-being. The register could be informal as the audience would probably be young people. Most candidates presented intelligent responses which could be traced back to many LO lessons! Those candidates who did not do well did not write the piece as a speech (style) or did not understand what was required of them.

2.5 E-mail – A youth organisation to which you belong hosted a successful open-air concert at a stadium in your town. Write an e-mail to the Director of Public Facilities, thanking her/him for the use of the stadium and providing feedback on the event.

Average as per sample: 61  
 Number of candidates: 32/200  
 Level distribution:

Level	1	2	3	4	5	6	7
Frequency	2	0	4	5	13	3	5

The e-mail is becoming a popular choice as the format requirements are minimal and the register and style are easier to gauge than a formal letter. There were two requirements embedded in this topic. There had to be a note of thanks as well as feedback on the event. The majority of candidates covered the topic well. Those who did not did not use the correct format nor did they deal adequately with what was required.

2.6 Formal Report – Many residents in you community have left the local Home Affairs office feeling frustrated. As the secretary of Citizens Unite, a civic organisation, you have been tasked with investigating the residents' concerns. Write the formal report that you will submit to the chairperson of Citizens Unite.

Average as per sample: 43%  
 Number of candidates: 6/200  
 Level distribution:

Level	1	2	3	4	5	6	7
Frequency	1	1	2	1	1	0	0

The formal report is a highly format-based piece. There are certain headings which have to be used and in a specific order. Teachers do not teach the formal report because it is so rigid and encourage learners to choose something else in the examination. Those who were taught, and who got the format correct, often did not know what content to use under the headings. This reveals that they do not know what the purpose of the formal report is. Many candidates wrote a formal letter. In this case, the marker sifted through the content to see if there was any valid content, and then credited it, even though the format had not been adhered to.

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

Please see the comments above.

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

**SECTION A – ESSAY: GENERAL**

- Encourage personal responses as these are more authentic.
- All essays should have a title. Write the title at the top of the final draft.
- Avoid references to politics, religion or sex. These can cause offence and should not be in school writing.
- Profanity or vulgar language are also inappropriate and should be strongly discouraged.
- See the list of common errors below and work through them. These are the reasons why so many candidates are not achieving to their potential.

**SECTION B – TRANSACTIONAL WRITING: GENERAL**

- It should be taught that Transactional writing is **purpose writing**. Once the candidate understands WHY a piece is being written, a number of errors will fall away and the piece will be more suited to the purpose and be more concise and pertinent.
- Style register and tone for Section B must be taught as they are integral to the purpose of the transactional piece.
- There is often a disparity between Section A and Section B. This indicates that learners are not learning, or not being taught, the purpose and format of the transactional pieces.
- Formats must be taught. The Formal Report format is not being taught in schools and what should be an easy and accessible choice, is being very poorly answered.
- The difference between a Formal Report and a Formal Letter must be taught correctly.

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

**GENERAL**

- All chosen pieces must be CORRECTLY numbered on the final draft and on the front cover.
- Neat handwriting is a necessity.
- Start questions at the top of a page.
- Use the lines and pages sequentially. Lines skipped and pages skipped lead to the marker not knowing whether the piece is finished or not.
- Draw a line through the rough work and/or indicate the draft clearly.
- Provide the essay with a title – especially the response to the visuals.
- The question should be adhered to. What has been asked is what is looked for when marking. For example, the speech specifies “emotional well-being”. General physical well-being is not actually what has been asked.
- Do not use slang in the essays, only in the direct speech – for effect. “Guys”; “Kids” – these words are slang and should not be used in formal writing.
- Redundancy and tautology are to be avoided.
- Do not start essays with: In this essay I will be...
- Very long essays are not to the candidates’ advantage as they end up appearing unplanned and repetitive. Good writing is disciplined and sticks to the word count guidelines.
- Verbosity is not impressive. Rather it confuses the marker as it becomes difficult to decipher the long, wordy sentences.

- Punctuation rules should be adhered to. Full stops are often ignored; comma splices are rife.
- Paragraphs are not used correctly. A paragraph should deal with only one concept. Once that concept has been dealt with, begin another paragraph. There is a line left open between paragraphs.
- Using generalisations (Everybody always...) detracts from the validity of an argument.
- Candidates should not initial their errors in their written pieces. This is for the front cover only.
- 1.3 (Truth never dies) and 1.6 (visual of broken mirror/glass) were popular choices. Many involved accounts of rape and incest – often graphic – and this is a concern on many levels.
- Raw “teenage” writing is becoming too frequent. This is not the platform for colloquial language. Nor is it appropriate to be writing accounts of personal alcohol and drug abuse.
- While a candidate may not be penalised for summarising a film or series, doing so does create a subjective knee-jerk from a marker. Candidates should avoid doing this.
- Avoid turning an essay into a “preachy” speech. Question 1.3 (the quote) was often used by the candidate to soap-box morals (speaking the truth).
- Avoid “In this essay I will ...”.
- Sometimes the topic is only dealt with at the end of the essay. Structure is important in an essay and has its own level on the rubric. **Proper planning of the essay would help to avoid this.**

## COMMON ERRORS

### STYLISTIC ERRORS

- Paragraphing is an essential part of writing. Disjointed, disconnected and unfocused paragraphs are a problem.
- Long “run-on” sentences are to be avoided. The paragraph begins to lose focus and the sentence becomes clumsy and ungrammatical. Rather use conjunctions and full stops, and keep the sentences shorter.
- Using the incorrect conjunction changes the meaning of the sentence. If you use “since” not “because” there is a difference.
- Tense inconsistency remains a problem. Once one starts writing in a certain tense, this must be continued.
- Using present participles (-ing) instead of finite verbs leads to grammatical disaster. The sentences become fragments and non-sentences and are penalised accordingly.
- The use of articles (a, an, the) is not always observed. This is a grammatical error. Note that the word “majority” should always be preceded by an article: **The** majority of people...
- “Reason being” is poor stylistic expression and it leads to sentence fragments. Rather use “because”.
- Sentence fragments are to be avoided. Each sentence should have a finite verb.
- Word order in sentences makes a difference to meaning. This should be taught at the lower level.
- The degrees of comparison are possibly not being taught as candidates write: “more uglier” etc.
- The overuse of the words “just” and “really” should be avoided.
- Clichés are not an indication of informed writing. Tired expressions are not fresh and original.
- “Whereby” should only be used in the correct context. It is often used as a go-to adverb.



- The use of “on” as a generic preposition is still a problem.

## **PUNCTUATION**

- The rule of using capital letters at the beginning of a sentence has not changed, neither has it changed for proper nouns.
- When one breaks a word at the end of the page to hyphenate it, the correct way to break it is at a syllable. The hyphen should be at the end of the preceding line, NOT at the beginning of the new line.
- The apostrophe, and the misuse thereof, remains a problem.
- Avoid the use of redundancy – we, as people; we looked/observed; I myself; me personally; a list of synonyms – my house/home;
- Comma splices. A comma may not be used to join two clauses. (*I sang at the concert, it was a hit.*) There are two clauses. Either a full stop should be used in the place of the comma or a conjunction. Using a semi colon would also be correct.

## **REDUNDANCY/TAUTOLOGY**

Repeating yourself unnecessarily is not good writing.

AVOID:

- *We, as the people; we as humans* (Who/what else could you be?)
- *In life, ...* (The context of most human speech is in this life. You do not have to qualify that.)
- Do not give a “multiple choice” of words: *so that you can know/understand; we saw/observed; my house/home*
- Avoid repeating a subject with different pronouns: *I, myself; the school it is clean* (“it” is redundant)

## **GENERAL ERRORS**

- Do not use the ampersand (“&”).
- Beginning a sentence with a co-ordinating conjunction (and but, or, yet,) is not grammatically correct. However, if it is for emphasis (But, ... ) it is allowed, but it should not become the norm.
- Pronoun concord should be taught. If you begin with “one” you should use “one’s” not “your” or “their” throughout that sentence.
- The expression: “On a daily basis” has been shortened to: “On a daily.” This is not correct.
- Basic spelling is poor – common errors: weather/whether; their/they’re/there;
- Use of “cause” instead of “because “ has made a comeback.
- Lower case “i” for first person pronoun is back in use.
- Could of vs could have; should have; would have. – “have” and “could/would/should” form the finite verb. “Of” is not a verb. It is a preposition. It cannot be used to add to the verb.
- The use of “on” as a go-to preposition is still a problem. The correct preposition should be used. Remember that a preposition indicates the ‘position’ of one thing in relation to the other. “On” cannot be used indiscriminately.
- Contractions should be avoided in formal writing. In the dialogue they are permissible, as well as the speech, depending on the audience.
- Raw “teenage” writing is becoming too frequent. This is not the platform for colloquial language. Nor is it appropriate to be writing accounts of personal alcohol and drug abuse.

- The article ("a", "an" and "the") is often dropped. This is not grammatical.
- Spelling of commonly confused words should be taught – "of" vs "off"; "he's" vs "his" ; "everyday" vs "every day"; "live" vs "leave";
- SMS language is being used in places. ( u; lol; pls; cause instead of because)
- Paragraphing is poor. A paragraph should deal with one topic only. The topic should not come up again in a different paragraph as this is poor planning.
- The use of "wanna" "gonna" "youse" is rearing its head again.
- "alot" is not a word. This has made its way back into writing. It should be two words: a lot.
- "Everyday" as one word is an adjective (*It was an everyday thing*); "every day" is an adverb plus noun (*I eat chocolate every day*). This should be taught.