

**INTRODUCTION:**

This year's approach to marking was reflective in that markers, senior markers, the co-examiner and chief examiner had to record in writing their reflections on each batch of scripts (centre) they had been marking. This aided in finalising reports and, to a large extent, assisted with an analysis of centres.

**GENERAL COMMENT:**

Candidates who fared well in this question paper demonstrated a clear understanding of the demands of the paper. It was clear that such candidates had been taught language skills – something which is sorely neglected in Grade 12 owing to the demands of the literature paper. The question paper had a number of open-ended questions in the comprehension which allowed for a very creative responses from candidates. However, the marking guideline did not accommodate all responses to these open-ended questions.

A particular question which was poorly answered was the summary (Section B) since candidates could not clearly distinguish between the requirements of this particular question. The format of the question did not present any problem to candidates, yet the content of this particular question was problematic. Sentence construction, or the lack thereof, clearly played a role in this particular question since many candidates did not use a sentence with a verb. The lack of punctuation clearly impacted on the awarding of marks – though the instruction emphatically states that candidates should write their points in sentences!

Spelling problems were evident in Section C. In this section, spelling was severely tested as candidates had to use their grammatical and spelling skills. Penalties for spelling impacted negatively on candidates' results.

As indicated, candidates and teachers have to bear in mind that language skills must not be neglected.

**SECTION A: COMPREHENSION QUESTION 1**

This year's question paper allowed for a very creative responses in the open-ended questions, which are detailed below. A feature of this question paper was that it did not contain any TRUE or FALSE questions. Below are the examples of the open-ended questions and candidates' response to these questions.

- 1.2 In YOUR OPINION – Although open-ended, this question does not infer that candidates must haphazardly answer this question. The emphasis here was on the kind of behaviour demonstrating a “warm South African welcome”. Here candidates could refer to South African hospitality by stating examples – as the question demanded that they look at *how* visitors would be welcomed. Many candidates were able to identify the type of hospitality that sets South Africa apart from the rest of the world and this was highly commendable. However, in most cases candidates failed to answer the question by not qualifying their answer. They could not explain how visitors would be welcomed.
- 1.9: Name TWO things YOU THINK can be done to give “better access” to tourism information?
- This question provoked creative answers from candidates. The candidates' techno-savvy was clearly evident in their answers. Use of the Internet was a frequent answer. In this question the emphasis was on “things” which would give “access” to tourist information.
- 1.10: Name two problems other than those mentioned in the passage that need to be addressed before the Soccer World Cup.
- This question demanded that candidates look at problems which could be remedied to some extent before this event takes place. Once more, creative answers were in abundance, yet many candidates wrote about social issues to which there would not be any short-term solution, e.g. poverty, housing, etc. The emphasis here was on what needs to be looked at before the Soccer World Cup.
- 1.11: Why DO YOU THINK tourists would be particularly interested in traditional food?

- This question was problematic in that candidates made the comparison between visitors' traditional food and South African traditional food. The emphasis here was on the reason why visitors would be interested in traditional food.
- Summarising techniques and skills were also tested in 1.3, in which candidates had to give the main idea of paragraph 2 in one sentence. Very few candidates could obtain full marks for this question as they were not able to get the gist of paragraph 2.
- **PASSAGE 2: The advertisement**  
The assumption that an advertisement can be used only in the language section of the question paper (SECTION C) was contradicted in this question paper. Although the text might have other demands if used in SECTION C, this question demanded that comprehension skills be tested.  
1.16: It was evident that candidates had been taught advertising techniques as they could refer to the "economy of words" used in the advertisement with reference to the contractions in the passage. The contractions were used to demonstrate the speed at which the service is supplied by the advertiser.
- 1.17: Many candidates could not make the connection between the picture and the words used in the text. They merely had to identify the object in the picture and the words in the text.

Although candidates are not penalised for spelling mistakes in SECTION A, spelling errors impacted heavily on the marks scored in SECTIONS B and C.

## **SECTION B: SUMMARY**

### **QUESTION 2**

Candidates generally did not fare well in this question. Though they were clearly familiar with the format, the content was sorely lacking. The answers were assessed according to the following criteria:

<b>Mark allocation</b>	<b>Criteria</b>
<b>7</b>	Facts (one mark for each correct fact – does not stipulate a specific order) Must be one fact per line, therefore a sentence must be complete – containing a capital letter and a fullstop.
<b>1</b>	Length (as stipulated in instruction)
<b>2</b>	Language usage

### **PENALTIES FOR SUMMARY WRITING**

<b>Penalties</b>	<b>Criteria</b>
<b>1</b>	Exceeding word length
<b>1</b>	No word length indicated
<b>1</b>	Incorrect word length
<b>0</b>	0 – 3 (language, spelling, grammatical errors)
<b>1</b>	4 – 6 (language, spelling, grammatical errors)
<b>1</b>	Facts not numbered
<b>1</b>	Per quote

### **Own words and quotations:**

- In this section candidates were instructed to use their own words as far as possible, since candidates have to use a required number of words. Paragraph form should be avoided, unless stipulated in a particular question.
- It was very clear that candidates were taught summary writing as they could number points in sentences. Many candidates lost marks when they did not clearly follow the instruction about what they "should do". In many instances, sentences were merely phrases as they did not contain verbs – and this was in direct contrast to the

instruction as to what they “should do”. The guide given to them on page 8 about what an employee “should not do” emphasized the fact that the answer had to contain a verb.

- The points were poorly answered owing to misinterpretation of the instruction. Some merely quoted verbatim, yet the quotes this year did not necessarily answer what employees “should do”.
- Summary writing should be practised regularly so that candidates get to know what a question demands of them. Feedback, perhaps using the marking guide, should be given to candidates to illustrate how a particular question is marked.

## **SECTION C: LANGUAGE USAGE**

### **QUESTION 3, 4 and 5:**

This entire section proved to be the Achilles heel of the overwhelming majority of candidates. The poor marks scored by candidates in this section were an indication that their spelling and grammar skills were weak.

- Although “giving the opposite” was indicated in the instruction, this was not tested in the passage.
- Candidates were not able to grasp this question. They were not able to determine the tense of the words, nor were they able to change the form of each word from verb to noun, adverb or adjective. Suitable texts should be used to demonstrate how language is used within different contexts.
- Reported speech was poorly answered (Question 4.1). This is something that needs to be taught throughout the year. One must not assume that candidates know how pronouns change when reporting direct speech. Perhaps candidates could be given a table which indicates how words (verbs, pronouns, etc.) differ in their direct and reported speech contexts.
- Question 5 demanded that candidates use editing skills. Since many candidates
- do not learn to spell correctly, they clearly could not identify the errors in the text. This led to many candidates scoring very low marks in this question.
- One way in which to remedy this problem is to teach candidates editing when they do their creative writing – working from a rough draft to a final draft. In this process they can eliminate glaring errors and check whether words have been spelt correctly.