

2010 CHIEF MARKER PUBLICATION REPORT ON MARKING

INSTRUCTIONS FOR COMPLETION

1. The report on marking is a comprehensive report that will serve the following three objectives:
 - a) Provide an evaluation of the question paper and marking guideline.
 - b) Provide an in-depth analysis of the nature of learner responses, which will facilitate feedback to teaching and learning.
2. This report must be completed by the **CHIEF MARKER in conjunction with the senior markers.**
3. The report must be completed in detail and single word responses will not be accepted.
4. Where additional space may be required, use a separate page which must be appended to this report.
2. The final report must be approved and signed by the Head of Examinations in the province.
3. The report must be submitted to the responsible WCED official at the marking centre.

SUBJECT	ENGLISH FIRST ADDITIONAL LANGUAGE	
PAPER	PAPER 2	
GRADE	12	DURATION OF PAPER : 2 HOURS
PROVINCE	WESTERN CAPE	
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PART ONE: ANALYSIS OF CANDIDATES' RESPONSES TEMPLATE (for completing part 3)

This section of the instrument will provide valuable feedback to the teaching and learning in the classroom. In order to assist the CHIEF MARKER with the analysis of learner responses, the chief marker must analyze, per question, a random sample of 100 scripts. This entails recording the responses (i.e. marks obtained) by candidates from these 100 scripts on a per question basis. From the analysis, a brief explanation must be provided per question, either:

- (a) Explaining why the question was poorly answered together with suggestions for improvement, or.
- (b) Describe any noteworthy observation relating to the responses of candidates .

It is expected that a comment will be provided for each question. (on a separate sheet). The chief marker must also held discussion meetings with the marking team.

Please use a separate sheet for each question

QUESTION 1
1. General comment on the performance of candidates. Was the question well answered or poorly answered?
<i>To Kill a Mockingbird:</i> Generally well-taught. Candidates understood characters and themes.
<i>Lord of the Flies:</i> candidates were generally well-prepared with some centres producing outstanding work. However, there were centres where no teaching seemed to have taken place. In such cases, candidates had no idea of the basic plot and characters.
<i>A Grain of Wheat:</i>
<i>Romeo & Juliet:</i>
<i>Nothing but the Truth:</i> Generally, the candidates were well-prepared, with some centres achieving very good marks.
Short Stories: These questions were answered better than the Poetry questions. Question 11: Average to poor. Question 12: Ranged from full marks to poor.

<p>Poetry: <i>Zebbras</i>: Average to poorly answered <i>The World is too Much with Us</i>: Poorly answered <i>An Abandoned Bundle</i>: Well answered <i>My Parents Kept Me</i>: Average answered</p>
<p>2. Why question was poorly answered: Also provide specific examples: See part one question 2. Poor centres have candidates who had not been taught, so they simply produced random quotes from the printed passages and poems as their answers.</p>
<p><i>To Kill a Mockingbird</i>: In cases where answers were below par: Essay question was generally weak and responses were mere re-telling of the story with little or no reference to the topic. In the contextual question, candidates confuse the characters and were not specific about events. Candidates need to be trained in being specific and giving details. (e.g. Heck Tate asked Atticus to defend Tom Robinson.)</p>
<p><i>Lord of the Flies</i>: Essay question was generally weak and responses were mere re-telling of the story with little or no reference to the topic. Obviously the skill of essay-writing needs to be practised at length. In the contextual question: Not all candidates were comfortable with Figures of Speech.</p>
<p><i>A Grain of Wheat</i>:</p>
<p><i>Romeo & Juliet</i>:</p>
<p><i>Nothing but the Truth</i>: The essay question was a challenge. The essay answers were generally weak and responses were mere re-telling of the story with little or no reference to the topic. Obviously the skill of essay-writing needs to be practised at length. Candidates tend to confuse characters.</p>
<p>Short Stories: The essay question was not addressed. Candidates merely told the story. Candidates simply paraphrased the bullets on the question paper in their answers. Open-ended questions created many problems e.g. 12.1.5 disadvantaged many candidates . WHAT IS THE THEME AS REVEALED IN THESE LINES? Candidates often gave lengthy generalized answers, but never referred to the context of lines as a whole. 12.1.9 Refers to CHARACTERS – poorly answered.</p>
<p>Poetry: 13.5 Candidates found this question difficult to answer. The entire Question 14 was poorly answered. Candidates found it too difficult. 15.3.2 Difficult. Question 16. Many candidates misinterpreted this poem to be about the rich versus the poor. 16.5 and 16.6: Candidates gave repetitive answers.</p>
<p>3. Provide suggestion for improvement in relation to the following :</p>
<p>(i) Learning and teaching</p>
<p><i>To Kill a Mockingbird</i>: Reading needs to be accompanied by regular tests on each chapter in order to master the basic story. Candidates cannot enter the final examination not having mastered the basic story. Incorrect facts create a very bad impression. Teachers are not to teach that the novel took place during APARTHEID – yes, the term could be used to explain, but the correct historical context needs to be taught, namely the time of SEGREGATION. Terms which need to be taught: justified/justify Candidates need to be taught how to answer questions on sensitive issues e.g. rape. Learn to use the correct word so that the candidates do not go into graphic detail. Teachers should provide candidates with the necessary exam “vocabulary” to aid them in answering questions well.</p>
<p><i>Lord of the Flies</i>: Reading needs to be accompanied by regular tests on each chapter in order to master the basic story. Candidates cannot enter the final examination not having mastered the basic story. Incorrect facts create a very bad impression.</p>
<p><i>A Grain of Wheat</i>:</p>
<p><i>Romeo & Juliet</i>:</p>
<p><i>Nothing but the Truth</i>: Open-ended questions were a challenge. Candidates do not know how to use the content to substantiate answers/give their opinions.</p>

Questions on character need to be taught. Character has nothing to do with physical appearance.
Short Stories:
Poetry:
(ii) Support
<i>To Kill a Mockingbird:</i>
<i>Lord of the Flies:</i> 4.2.2- Identify and discuss the theme of the novel revealed in THESE lines: 4-mark questions were very demanding and candidates need to be trained in this regard. Average candidates found this difficult. These are higher-order questions for which candidates were not prepared.
<i>A Grain of Wheat:</i>
<i>Romeo & Juliet:</i>
<i>Nothing but the Truth:</i>
<i>Short Stories:</i>
<i>Poetry:</i> At school, set typically open-ended questions to train candidates in the art of answering such questions. Teach candidates how to go about answering questions which require differences/similarities between characters. Be specific by saying HE is ..., but SHE is Even teach candidates to tabulate answers.
3. Describe any observations relating to responses of candidates : e.g positive, negative, outstanding etc.
The essays are generally answered extremely poorly. Mere story-telling.
<i>To Kill a Mockingbird:</i> Some candidates had strong opinions about the novel and characters and could express themselves well. There were some very perceptive and mature responses which indicate that some candidates are thinking!
<i>Lord of the Flies:</i> Memo very straight forward. Easy to mark
<i>A Grain of Wheat:</i>
<i>Romeo & Juliet:</i>
<i>Nothing but the Truth:</i>
<i>Short Stories:</i>
<i>Poetry:</i> Candidates struggled to SEE the picture the poet creates in words. Teach figures of speech.
5. Any other comments useful to teachers, subject advisors
Layout remains very important. There is enough space to leave a line open between every question and to start a new question on a new page. Do not write in the left-hand Question numbers are written in the left-hand margin. Candidates should be taught which genres they have to answer. Too many candidates are answering the entire paper! Remember, the marker only takes the first 2 questions into consideration. At the standardised meetings, CSs should provide dummy scripts, especially pertaining to the essay question. The markers often did not know how to interpret the rubric. Prepared essays are a no-no. Length of the essay is important. The markers mark up to 300 words and ignore the rest. In many cases the candidates who received exemption for spelling, spelt far better than others. What is the purpose of their receiving exemption then? No grammar or spelling deductions are made at the end of each question. Spelling exemption is therefore not really applicable. Set open-ended questions at school in order to train candidates how to answer these questions. YES/NO responses also need clarification, with no marks for the YES or NO, but marks for the motivation. However, the YES/NO part has to be correct for the substantiation to be taken into consideration. TRUE/FALSE responses may NOT be translated into a YES/NO answer. The entire answer is not taken into consideration if they do this. Use the same standard of marking required at the marking centre at your school. In questions which require YOUR VIEW, candidates often reiterate the view of the speaker, etc.

They need to be encouraged to give THEIR view.

Look carefully at mark allocations. Four marks will need at least 4 points.

Teach THEMES, but in the context of the genres.

Candidates are inclined to quote when they have to provide reasons.

EXPLAIN THE FIGURE OF SPEECH does not mean provide the definition.

Irony still needs to be taught.

Teach terminology e.g. compare (12.1.9), attitude & view (14.8, 16.5, 16.6), theme (12.1.5, 16.8), feeling & emotions.

Encourage teachers to apply to mark at the end of the year. The exposure is a very necessary teaching tool.