

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.
5. The final report must be approved and signed by the Head of Examinations in the province.
6. The report must be submitted to the responsible WCED official at the marking centre.

SUBJECT	English First Additional Language	
PAPER	Paper 3	
GRADE	12	DURATION OF PAPER : 2 h 30 min
PROVINCE	Western Cape	
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PART ONE: EVALUATION OF QUESTION PAPER AND MARKING GUIDELINE

2. COMMENTS ON SPECIFIC QUESTIONS. (SEE PART TWO QUESTION 1 AND 2 OF THIS DOCUMENT)

Question 1:

- 1.1 Very few candidates attempted this question.
- 1.2 Many candidates attempted this question and excellent responses were elicited. This topic evoked personal responses.
- 1.3 Many candidates misinterpreted this topic and did not provide a direct link between advertising in the mass media and the use of alcohol and cigarettes.
- 1.4 Quite a few good and alternative responses were elicited by this topic.
- 1.5 Candidates identified everyday heroes and not celebrities as would have been expected.
- 1.6 Some excellent responses were received from candidates, but in general this topic proved to be challenging.
- 1.7 A very popular topic which elicited excellent responses.
- 1.8 The Soccer World Cup was the most popular choice. It made a definite impact on candidates and the topic was familiar and relevant.

Question 2:

- 2.1 The interview was problematic with regards to tone and register. It was not relevant to the candidates since many of them had not experienced an interview before.
- 2.2 The format of the formal letter was problematic. Content-wise they merely rephrased the question and could rarely provide extra information.
- 2.3 The newspaper article was misinterpreted. Candidates commented on how to avoid becoming part of crime in their area by suggesting possible ways how to keep away from gangs and criminal activities.
- 2.4 Not many candidates attempted this question and not many appropriate responses were elicited.

Question 3:

- 3.1 Many candidates attempted this question, but did not refrain from illustrations as instructed on the paper.
- 3.2 The formal invitation was well-taught and answered by most candidates. They could provide the relevant details.
- 3.3 Most of the candidates answered this question. In most cases they were successful in reaching the destination.

PART TWO: ANALYSIS OF LEARNERS' RESPONSE 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 learners 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 learners.

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 learners. Was the question well answered or poorly answered.
1.1 Poorly answered. 1.2 Well-answered. 1.3 Poorly answered. 1.4 Well-answered. 1.5 Well-answered 1.6 Poorly answered. 1.7 Well-answered. 1.8 Well-answered
2. Why question was poorly answered: Also provide specific examples: See part one question 2.
1.1 Misinterpretation of the word "truly". Having money to spend is not relevant to the world of these candidates. 1.3 Many candidates misinterpreted this topic and did not provide a direct link between advertising in the mass media and the use of alcohol and cigarettes. 1.6 Many candidates did not have the necessary vocabulary to answer this question well. Many candidates could not formulate sentences correctly. The use of the correct structure for paragraphing was lacking. In some cases the candidates did not have the necessary vocabulary.
(ii) Support
Candidates should be taught basic vocabulary and structures of language. The formulating of sentences and paragraphs should be taught in the entire FET phase. The different types of essays should be covered in the FET phase. Guidance from the teacher should be provided in the choice of appropriate essay topics.
4. Describe any observations relating to responses of learners: e.g positive, negative, outstanding etc.
Personal responses to some of the topics elicited emotional responses from markers. Some excellent essays were received.
5. Any other comments useful to teachers, subject advisors
Teachers should teach Paper 3. Vocabulary, sentence and paragraph construction, formats and register should be taught. More writing should be done than is stipulated in the minimum requirements of the Programme of Assessment.
QUESTION 2
1. General comment on the performance of learners. Was the question well answered or poorly answered?
2.1 Poorly answered 2.2 Poorly answered 2.3 Adequately answered 2.4 Poorly answered

2. Why question was poorly answered: Also provide specific examples: See part one question 2.
2.1 Candidates had little or no experience in the conducting of an interview and the appropriate responses to questions asked by the interviewer. They could not convince the interviewer of their suitability for the bursary. Many also interpreted the topic as referring to an application to a university or indicated in the content that they had already received the bursary.
2.2 The format of the formal letter was problematic. Many only rephrased the question in the content and provided little additional information. The appropriate register for a formal letter of thanks was not used in many cases.
2.3 The newspaper article was misinterpreted. Candidates commented on how to avoid becoming part of crime in their area by suggesting ways in which to keep away from gangs and criminal activities.
2.4 Not many candidates attempted this question and not many appropriate responses were elicited.
(ii) Support
Candidates should be taught basic vocabulary and structures of language. The formulating of sentences and paragraphs should be taught in the entire FET phase. The format of the different short pieces should be taught. The register and tone in a formal piece of writing should be taught.
4. Describe any observations relating to responses of learners: e.g positive, negative, outstanding etc.
This section proved to be rather challenging to candidates. They could not answer the questions using the correct format.
5. Any other comments useful to teachers, subject advisors
Teachers should teach Paper 3. Vocabulary, sentence and paragraph construction, formats and register should be taught. More writing should be done than stipulated in the minimum requirements of the Programme of Assessment.
QUESTION 3:
1. General comment on the performance of learners. Was the question well answered or poorly answered?
3.1 Many candidates attempted this question, but did not refrain from illustrations as instructed on the paper.
3.2 The formal invitation was well-taught and answered by most candidates. They could provide the relevant details.
3.3 Most of the candidates answered this question. In most cases they were successful in reaching the destination.
2. Why question was poorly answered: Also provide specific examples: See part one question 2.
3.1 To write an advertisement without illustrations is challenging. The appropriate persuasive language was not used.
(ii) Support
Candidates should be taught basic vocabulary and structures of language. The formulating of sentences and paragraphs should be taught in the entire FET phase. The format of the different short pieces should be taught. The register and tone in a formal piece of writing should be taught. Advertising should be taught in the FET phase, covering all aspects of the AIDA principle.
4. Describe any observations relating to responses of learners: e.g positive, negative, outstanding etc.
This section proved to be not as challenging as Section B, and candidates answered the questions well..
5. Any other comments useful to teachers, subject advisors
Teachers should teach Paper 3. Vocabulary, sentence and paragraph construction, formats and register should be taught. More writing should be done than is stipulated in the minimum requirements of the Programme of Assessment.