

## 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 Home Language	
PAPER	2	
GRADE	12	DURATION OF PAPER : 2 hours , 30 mins
PROVINCE	Western Cape	
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### PART ONE: ANALYSIS OF CANDIDATES' RESPONSE

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
<b>1. General comment on the performance of candidates. Was the question well answered or poorly answered?</b>
The question was not attempted by many candidates. Candidates who attempted this question fared adequately and most passed with a mark of 4. Candidates who performed poorly, or who failed this question merely paraphrased the poem instead of engaging with it at a deeper level (close critical analysis) , using poetic devices evident in the poem to reinforce the point made about the 'affirmation of the poet's belief in God'. Those candidates who scored 7 and above, went on to discuss the rebirth (epiphany), not just from a religious perspective, but by discussing how the poet explored the question, uses imagery and the senses to convey the 'rebirth' of the speaker in the poem.

<p><b>2. Why question was poorly answered:</b> Also provide specific examples: See part one question 2.</p> <p>The poor performance resulted from candidates' mere paraphrase of the poem's content instead of the <b>critical analysis</b> of the Poem, as the question required. It appeared from the marking process that many candidates were only taught the content of the poem, hence the paraphrase responses. Teachers need to be informed that this question paper 's focus i on candidates' critical responses, and that candidates need to be taught the skills of close analysis, that is, to state a view, discuss it and then strengthen that discussion with clear substantiation from the poem. This is a three-fold process that can be taught in the classroom.</p> <p>Teachers should teach candidates these skills first and reinforce them in the classroom.</p>
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<p><b>QUESTION 2</b></p>
<p><b>1. General comment on the performance of candidates. Was the question well answered or poorly answered?</b></p> <p>The question on the prescribed poetry was the one most attempted by candidates. Candidates fared adequately in most responses to this question. Most candidates who attempted this question scored some marks. Poor and inadequate responses, once more, resulted from a lack of deep engagement with the poem and the question.</p> <p>Candidates failed to analyse the question ('break it down into simpler words'). They saw the title of the poem and responded to a question as if they had failed to read and understand the words in the question. These responses were neither in line with the question nor the marking guidelines.</p>
<p><b>2. Why question was poorly answered:</b> Also provide specific examples: See part one question 2.</p> <p>Question 2.3 : Candidates did not understand the word 'effective' in the context of this question and in the context of this question paper. They meandered around the question and failed to state how the image works in the line and in the poem.</p> <p>Question 2.4: This question was very poorly answered. It was a 3-mark question and candidates paraphrased the lines and failed to first identify what the poet's view is, to describe line 14 (see question) and to explain how the view that they had identified is strengthened in line 20. Candidates were unable to break down the question into a three-stage development response.</p>

<p><b>QUESTION 3</b></p>
<p><b>1. General comment on the performance of candidates. Was the question well answered or poorly answered?</b></p> <p>The question, in general, was poorly answered. Most candidates failed to read the questions carefully and responded to questions as if they had not read the questions set on the poem. The responses focused on Zimbabwe's present situation and failed to correspond with the marking guideline.</p>
<p><b>2. Why question was poorly answered:</b> Also provide specific examples: See part one question 2.</p> <p>The poor responses were due to the fact that candidates, once more, failed to read and analyse the words of the question.</p> <p>3.1 : The reflections were the candidate's reflections, instead of the poet's reflections (see question). Teachers need to make candidates aware that they must steer away from personalizing responses, unless the question asks for it. Such questions can be recognized by words such as 'Justify your own opinion' or a direct address to the learner using the pronoun 'you' in the words of the question.</p> <p>3.3 Many candidates failed to place this question in the context of the poem.</p>

<b>QUESTION 4</b>
<b>1. General comment on the performance of candidates. Was the question well answered or poorly answered?</b>
A question that was answered relatively well. There was clear evidence from the marking of this question that the poem was taught well. Question 4.1 presented a challenge to those candidates who had not been taught the structure of poetry. Question 4.3 was not answered effectively in terms of the marking guideline on this question. Candidates who performed poorly explained the device of alliteration, rather than how the alliteration (tonal or sound effects) help to convey the 'mood' of the poem.
<b>2. Why question was poorly answered:</b> Also provide specific examples: See part one question 2.
Question 4.3 : The poor attempt at this question was due to the fact that some teachers teach the definition of the poetic device (e.g. alliteration) and fail to illustrate how this particular device(as in the question) conveys mood. Furthermore, some candidates do not understand the term "mood" as a literary device that suggests the theme of the poem. These two poetic devices need to be taught, both from their technical and definitive aspects, as well how they are applied in a specific line or poem. They need to be practised in the classroom with various examples from the prescribed anthology. This will assist the candidate that sits for this examination and improve the candidate's ability to respond to similar kinds of questions.

<b>QUESTION 5</b>
<b>1. General comment on the performance of candidates. Was the question well answered or poorly answered?</b>
The essay question in the poetry is no longer ignored by the average candidate. This informs the teaching of the poetry essay in classroom. The poor attempts at this question are ascribed to candidates' lack of ability to 'close read' the poem and so, failed or poor attempts ( 3-4), became a paraphrase of the poem.
<b>2. Why question was poorly answered:</b> Also provide specific examples: See part one question 2.
Critical language awareness ( that is close analysis) is still a challenge for many candidates, and candidates do not read the question carefully –'Critically discuss <b>this</b> (emphasis mine) statement.' So essays become generic paraphrases and very little criticism of the statement is expressed.

<b>QUESTION 6</b>
<b>1. General comment on the performance of candidates. Was the question well answered or poorly answered?</b>
An adequate response to this question was noted. Most candidates performed relatively well. Poor performances were ascribed to a lack of close analysis of the poem. These were paraphrases even of the contextual questions on the poem.
<b>2. Why question was poorly answered:</b> Also provide specific examples: See part one question 2.
6.1 : Candidates failed to draw from the rest of the poem to substantiate their response to the question.
6.3 Many candidates failed to score full marks in this question because of their not understanding the term "mood", and their focus on the mood in the lines, instead of also identifying the change and how this change is conveyed in the lines.

<b>QUESTION 7</b>
<b>1. General comment on the performance of candidates. Was the question well answered or poorly answered?</b>

An adequate response to this question was noted. Most candidates scored a 3 and above for the content of this essay (see NSC grid). This is a pass mark (40%) for content of the essay. The challenge was to the ability of the candidate to explain the term "propaganda" and to apply it to plot, theme and character in the novel, and relate it to the 'misleading' of the animals in the novel. Candidates who were able to demonstrate this in their essay were rewarded.

**2. Why question was poorly answered:** Also provide specific examples: See part one question 2.

Once more, deep engagement with the text was lacking and candidates read the text but failed to ask questions for **themselves** about character, plot, theme and style of the writer. The candidate needs to be encouraged to read with insight, rather than memorise the story. Essay writing in this question paper is about the learner's view rather than *just* the view of the teachers in the classroom.

## QUESTION 8

**1. General comment on the performance of candidates. Was the question well answered or poorly answered?**

The question was adequately answered. In fact, the general view was that this question was better handled than it was in 2009. The poor attempts at specific questions were ascribed to candidates' lack of a basic vocabulary which impeded them from accessing key words in the question that would inform their responses to the questions.

**2. Why question was poorly answered:** Also provide specific examples: See part one question 2.

A lack of basic vocabulary, as well as failure to spend enough time reading the question closely and to 'deconstruct' the question in a 'workable' register **for** the candidate **by** the candidate, informed the poor responses to these questions.

Question 8.1 : The question read : 'Discuss the **difference** (emphasis mine) between the **role** (emphasis mine) of the pigs and that of the other animals at **this point in the novel.**' The poor responses, in terms of the marking guideline on an 'easy' Question, are due to the fact that candidates only identify the difference, they fail to discuss they only discuss the role of the pigs. So only 50 % of the question is answered, they ignore the restriction on the question ( 'at this point of the novel') and discussion alludes to differences, but outside of the given extract. They do not understand the word 'role' as used in the context of the question.

8.9 : Candidates ignored the later part of the question ('Justify your response.')

Candidates failed to clearly understand the concept of the fable AND to discuss its application to *Animal Farm* as a novel. They merely repeated the question. Candidates need to be 'drilled' in examination technique for this question paper and teachers should facilitate the practice in the classroom.

## QUESTION 9

**1. General comment on the performance of candidates. Was the question well answered or poorly answered?**

The essay was answered relatively well and most candidates who responded scored a substantial code5 for content. Teachers need not limit themselves and their candidates to glaring themes in this novel, *Pride And Prejudice*. The social hierarchal theme can be explored and it exposes candidates to alternate themes that are not rooted in study-guide material.

**2. Why question was poorly answered:** Also provide specific examples: See part one question 2. See above for comment in this regard. Poor and failed attempts at this question were ascribed to a glaring lack of knowledge of the text. Most candidates could explore the themes of 'love, marriage, happiness and hurt' with substantiation from the novel.

## QUESTION 10

**1. General comment on the performance of candidates. Was the question well answered or poorly answered?**

Few candidates responded to this question. Those candidates who attempted the contextual fared well and it was apparent from their responses that they had engaged with the text and had been well taught.

Characterisation questions - 10.3, 10.4, 10.6, 10.7 were answered articulately and in line with the marking guideline of these questions.

<p><b>2. Why question was poorly answered:</b> Also provide specific examples: See part one question 2.</p> <p>Question 10.8 :The question was not poorly attempted, but those candidates who only scored 50% of the mark did not focus their response on the '<b>change</b> of Elizabeth's attitude to Darcy'. Candidates need to read questions more carefully and underline keywords and restriction words to secure a more accurate response to questions.</p>
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<p><b>QUESTION 11</b></p>
<p><b>1. General comment on the performance of candidates. Was the question well answered or poorly answered?</b></p> <p>In comparison with 2009, most candidates responded better to the essay question on <i>The Great Gatsby</i>. The poor responses were due to the candidates' lack of deep engagement with the text. Candidates merely discussed the <b>American Dream</b>, which is a part of the question. They related it to both Gatsby and Myrtle, <b>but</b> failed to present their own view on the topic/question.</p>
<p><b>2. Why question was poorly answered:</b> Also provide specific examples: See part one question 2.</p> <p>The poor responses were the result of the candidates' lack of deep engagement with the text. Candidates merely discussed the American Dream, which is a part of the question. They related it to both Gatsby and Myrtle, <b>but</b> failed to present their <b>own</b> view on whether they achieved 'happiness and fulfillment' – this is the basis of the question that underlines the words 'critically discuss'.</p>

<p><b>QUESTION 12</b></p>
<p><b>1. General comment on the performance of candidates. Was the question well answered or poorly answered?</b></p> <p>The contextual question on <i>The Great Gatsby</i> was answered adequately. Once more, candidates had a better understanding of the text (in relation to 2009). The average candidate scored 40% for this question. The questions were not 'poorly answered', except for 12.5, 12.6 and 12.7, but the poor performance was due to a lack of close reading and critical understanding of the question.</p>
<p><b>2. Why question was poorly answered:</b> Also provide specific examples: See part one question 2.</p> <p>Question 12.5 : This question presented problems and many candidates just identified the symbolism of the Doctor Eckleburg Billboard, failing to discuss how the author uses it to present a symbolic view of the failed American Dream. Candidates failed to substantiate their responses to this question with clear evidence from the text and so responses became generic and more narrative.</p> <p>Question 12.6 : The candidate who scored poorly did not discuss the irony with specific focus on and substantiation from the <b>last paragraph of the given extract</b>. So the irony discussion became a generalised view of the failure of the American Dream. Question 12.7 : The poor performance in this question was due to candidates who failed to '<b>closely study the language in paragraph 1</b>', as the question states. Candidates need to be taught to read the question accurately, insightfully and carefully before responding to it.</p>

<p><b>QUESTION 13</b></p>
<p><b>1. General comment on the performance of candidates. Was the question well answered or poorly answered?</b></p> <p>The essay question on Othello was generally poorly answered. Many candidates scored an average to weaker mark. Candidates who deliberated the statement with clear substantiation from the text, scored well.</p>
<p><b>2. Why question was poorly answered:</b> Also provide specific examples: See part one question 2.</p> <p>The poor performance in this question resulted from a lack of close reading of the question. Candidates saw the words "Othello" and "Iago" and presented character sketches, not discussion, of these characters. These sketches merely underlined the similarities and differences without moving the discussion to whether Othello becomes the 'bloodthirsty killer' - (a critical viewpoint), and how these traits are shown, or how the author (Shakespeare) shows them in the drama.</p>

<b>QUESTION 14</b>
<b>1. General comment on the performance of candidates. Was the question well answered or poorly answered?</b>
The contextual on <i>Othello</i> was, on average, answered relatively well. Poor performance in specific questions was once more due to failure of the candidate to read the question carefully. (See below.)
<b>2. Why question was poorly answered:</b> Also provide specific examples: See part one question 2.
14.1 : Candidates who did not acquaint themselves with the text and place the extract in its context, responded poorly to this 'easy' question. Most focused on the love of Othello for Desdemona, but failed to see the the real issue of his happiness as a result of her courage and safety, which emanate from the given passage..
14.3 : The poor response was due to candidates' failure to understand the word 'effectiveness'. They cannot discuss the metaphor in the context of the extract and present an evaluation on it – 'whether it works or not'.
14.5 : Dramatic irony needs to be taught not just from a definitive point of view, but how it works in a drama and how the playwright uses it in a drama.
14.6 : Teachers need to explain to candidates what an "attitude" and an "action" are – also the difference between them. A confusion and misunderstanding over these two words resulted in the candidate failing to score full marks.

<b>QUESTION 15</b>
<b>1. General comment on the performance of candidates. Was the question well answered or poorly answered?</b>
Poor performance in the <i>Crucible</i> essay was due to a lack of understanding of the question.
<b>2. Why question was poorly answered:</b> Also provide specific examples: See part one question 2.
Candidates need to carefully analyse the statement given in the essay question first, and then focus on the question. The 'extent to which you agree' - (see question), can only be answered if the candidate understands the statement and the question.

<b>QUESTION 16</b>
<b>1. General comment on the performance of candidates. Was the question well answered or poorly answered?</b>
The contextual question on <i>The Crucible</i> was poorly answered. Poor responses resulted from a skimming of the text, rather than a close engagement with it. A shorter text does not imply an easier question, all texts are examined at equal cognitive levels.
<b>2. Why question was poorly answered:</b> Also provide specific examples: See part one question 2.
16.1 The words 'account for' (see question) do not mean 'paraphrase the incident in the extract', but rather provide an explanation of why Betty is in this condition. Once more, candidates must to be taught to place extracts in context.
16.6 : Careful reading of a question that has clear restriction key words – 'up to this moment in the play', would have enabled candidates to perform better in this question. Many candidates paraphrased the 'moments' in the extract.
16.8 1 : Candidates need to be made aware by teachers that the words 'comment on' mean a criticism by the learner of the statement given.
16.8.2: The words 'critically evaluate' mean exactly this, they do not mean 'paraphrase the words'. Candidates must present their <b>own</b> view, in this instance it was on 'on Elizabeth's response to Hale'.
<b>3. Provide suggestion for improvement in relation to the following :</b>
<b>(i) Learning and teaching</b>

Teachers need to carefully study reports that are informed by the marking of this question paper, with the focus on examination techniques, and to practise these techniques with candidates (not only Grade 12) in the classroom.

A text needs to be engaged in, not on the premise of 'getting it done', but rather by helping candidates to critically engage with it.

Teachers need to inform candidates that sit for this question paper that the paper is a critical literary engagement with various texts which requires the appropriate register from the candidate.

Slang, colloquialism are not appropriate, standard English is the required register for this paper.

The paper is NOT a creative paper. Paper 3 provides for this. Candidates need to be reminded to steer away from 'flowery', figurative responses. Responses should be concise and articulate.

Rather than long-winded metaphorical responses, they must keep answers factual, even those that require open-ended (own opinion), should be answered in this manner.

#### **(ii) Support**

The advisory service should provide support for candidates by capacitating the teacher to capacitate the learner to perform in this question paper. This could be done by arranging a meeting with the chief marker to engage with this report, and then to provide possible solutions by arranging workshops with teachers to deliberate points raised in this report.

#### **(iii) Setting of questions**

Teachers need to practise the skill of setting questions for this paper and I suggest that the advisory service arrange workshops in this regard.

#### **4. Describe any observations relating to responses of candidates: e.g. positive, negative, outstanding etc.**

Extensive deliberation emanates earlier in this report from individual discussion of each question – (see notes in Section 2 of this report). This includes identification of the problem, discussion of it in terms of candidates' performances and possible suggestions for improvement.

#### **5. Any other comments useful to teachers, subject advisors**

I suggest that all teachers that are involved in the teaching of English Home Language (that includes teachers of all grades) acquaint themselves with the content of this report so that the achievement of good results does not become the sole responsibility of the Grade 12 teacher.