

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	3	
GRADE	12	DURATION OF PAPER : 2½ Hours
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. This question proved quite popular with candidates – many boys opted for this response. It was generally well handled, given initial concerns about the wording of the question.
- 1.2. This was not a very popular choice for many candidates. Few candidates, who actually attempted this Discursive or Argumentative essay, could do so effectively. Many did not interpret the question properly and some candidates did not possess the necessary skills to write this type of essay.
- 1.3. The proverb elicited beautiful responses from especially the skilled writers – many responses were thought-provoking and truly inspiring. The majority of those who attempted this question could respond competently.
- 1.4. This poem 'spoke' to the higher order candidate and elicited some of the most creative, inspiring, and moving essays. The sophisticated writers who selected this option generally produced well-crafted responses.
- 1.5. The topic was by far the most popular one and candidates from across the spectrum responded to this one.
In one sense it was seen as a 'deathtrap' as many of the responses were predictably mundane. Although a popular choice, it did not really elicit the most creative responses from candidates. Many markers were frustrated by the sheer popularity and volume of this essay, as well as the run-of-the-mill quality of the responses.
- 1.6. This essay was generally well answered. Although the essay was sometimes interpreted to mean something negative, this topic drew exceptionally moving and creative responses from learners. Candidates produced beautifully crafted essays, ranging from the narrative-descriptive to discursive.
 - 1.7.1 A popular choice for many candidates, this essay generally elicited heart-wrenching responses from many candidates. The picture was clear and included many components which the candidate could latch onto and run with, viz the rainbow and flag in the background et al. The caption of the picture might have caused some confusion for the weaker candidate who might have interpreted this to have some bearing on the picture itself.
 - 1.7.2. Candidates who selected this topic generally reflected a variety of interpretations. Candidates produced varied responses to this question which were refreshing, given the popularity and predictability of 1.5.

SECTION B

Question 2:

2.1. The Letter to the Principal.

This was by far the most popular choice for candidates. Responses range from bland to inspiring.

2.2. The Letter to the Editor

This was not a very popular choice. Weaker candidates who opted for this question missed out on the nuances of the question itself, namely that it was a response to a published text. The question is structured in such a manner that it could lead to misinterpretation. Many candidates who attempted the question, did not possess the necessary knowledge or skills to deal with it effectively.

2.3. The Review

Fewer candidates attempted this question which required sophisticated journalistic skills. Indeed, those who attempted the topic had a general idea of the requirements; the weaker candidate could not manage this question .

2.4. Magazine Article

Instructions for this topic were unambiguous as responses showed that many candidates tended to elaborate on the first part of the instruction, instead of giving advice on dealing with pressures brought on by their materialistic social circles.

SECTION C

Question 3:

3.1. The Diary Entry

The question was very clear and few candidates misinterpreted the topic. Many candidates completed more than ONE diary entry – as had been a requirement in the past. This was the most popular choice by far.

3.2. Instructions

The candidates who attempted this question generally managed to do quite well.

3.3. The Advertisement

This was attempted by very few candidates – most of the higher order candidates managed to produce highly effective and well-crafted texts. The graphic was considered to be a bit misleading. However, the piece does allow the sophisticated writer to exhibit his/her skills.