



**EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE**

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REPUBLIC OF SOUTH AFRICA, Website: [www.ecdoe.gov.za](http://www.ecdoe.gov.za)

## **2018 NSC CHIEF MARKER'S REPORT**

<b>SUBJECT:</b>	<b>English FAL</b>
<b>PAPER:</b>	<b>Paper 1</b>
<b>DURATION OF PAPER:</b>	<b>2 hours</b>
<b>DATES OF MARKING:</b>	<b>1-14 December 2018</b>

### **SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

#### **Section A (Text A & B)**

The overall standard of the paper was fair, as it caters for learners on all cognitive levels. Texts are interesting. The language used in the paper is on an appropriate level for FAL learners, except for paragraph 13 of Text A (Question 1).

The texts were quite comprehensible, because they appealed to youngsters as the topics were sneakers (**Sole-Searching**) and cellphone addiction.

Most learners fared well in the Comprehension (Section A).

#### **Section B (Summary)**

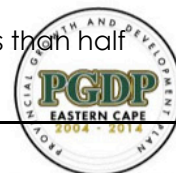
The summary was easy as learners could all identify with the text – *Keeping Your Teeth Healthy*. Some learners however did not use facts from the text to summarise, but rather based their facts on general knowledge. This caused them to forfeit unnecessary marks. Learners did not experience problems with the format of the summary, which shows that summary skills are being taught. Teachers are to be commended on their education efforts. Some learners managed to score full marks in this question.

#### **Section C (Language & Editing Skills)**

All language aspects were generally fairly assessed in all three questions.

Question 3 was poorly answered by most candidates, with the exception of a few candidates who scored between 8 and 10 out of 10.

Questions 4 and 5 were poorly performed, with the majority of students scoring less than half of the maximum score (5/10).



(It is expected that a comment will be provided for each question).

<b>QUESTION 1 (COMPREHENSION)</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The scores obtained in this section demonstrate an improvement in teacher and learner performance in the subject. The question was fairly answered, with quite a number of learners scoring up to 29 out of 30.
(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<p>The following questions were poorly answered:</p> <ul style="list-style-type: none"><li>➤ 1.2 – Learners did not show insight into the term 'mass consumer movement', which resulted in many of them scoring zero. Those who scored a mark, failed to provide a detailed answer.</li><li>➤ 1.5 – Most learners failed to provide two facts; this could be gleaned from the mark allocation for the question. Learners should be taught to be attentive of the mark allocation of a question.</li><li>➤ 1.9.1 – A lack of vocabulary prevented learners from scoring marks for this question. It is clear that learners do not understand the words 'recent practice' or 'decade'.</li><li>➤ 1.11 – Learners contradict themselves in their opinion answers. They will write a 'No' stance, but the substantiation will be better suited to a 'Yes' stance.</li><li>➤ 1.12 – Learners could not indicate if the title was suitable or not. They were unable to connect the title to the contents of the passage.</li><li>➤ 1.15 – Learners did not read the caption of the cartoon and connect it to the picture. Most learners only concentrated on the actions of the boy. Learners should be taught that there are no correct or incorrect responses to open-ended questions. They should be confident enough to form an opinion and support it.</li></ul>
(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"><li>➤ Comprehension tests understanding, so it is important that learners read the texts more than once before attempting to answer the first question.</li><li>➤ Learners answer questions without understanding what is being asked. Their answers must be grounded in the comprehension text.</li><li>➤ Learners should have dictionaries at their disposal in the classrooms.</li><li>➤ Learners lack reading skills, which becomes evident when they must answer comprehension questions. Learners should have more reading material available to them in class.</li><li>➤ When marking open-ended questions, read learners' entire response and place ticks at the end of the answer. Refrain from searching for keywords or answers that are in the marking guidelines. Credit learners for relevant responses.</li><li>➤ Pages 28 to 30 in the CAPS Document explicitly defines the skills required for comprehension through reading and viewing.</li></ul>
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

- Comprehension questions must have their responses derived from the text provided.
- Open-ended questions should not have contradictory substantiations to their stance.
- Learners should be taught how to form responses to specific instruction words such as 'Discuss' and 'Explain'. Such questions cannot be answered using one-word answers, they should instead provide a detailed answer.
- Learners should not quote from the text to answer open-ended questions as the response should be based on their own opinion.
- Consecutive refers to words which follow one after the other. Learners should follow instructions when asked to provide an exact count of words. For example, 'TWO consecutive words' means that a learner cannot have more or less than two words, which must follow each other.
- Learners should provide answers using their OWN WORDS instead of quotes in questions which ask for such responses.
- Educators are advised to make use of Bloom's and Barrett's Taxonomies when setting their test and examination question papers, in order to ensure that they cover questions across all cognitive levels, i.e. the 40/40/20 provisioning.
- Past provincial and/or national papers are valuable resources for teaching learners how to form answers to frequently asked questions and for teachers to emphasise language skills.

## QUESTION 2

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

The summary question was well answered. Learners adhered to the instructions as well as minding and indicating the number of words at the end of their summary (70 words). This shows an improvement in summary skills compared to previous years. Many learners fared well in this question, but there is room for improvement.

The text was easy to understand, with more than 7 distinguishable facts, making it easier to answer the question.

(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Some candidates performed poorly due to:

- failing to adhere to the number of words required;
- failing to cancel drafts of their summaries;
- quoting answers instead of rephrasing them;
- changing the meaning of facts when attempting to write in their own words;
- repetition of facts;
- writing multiple facts per line instead of one;
- drawing responses from sources other than the provided text, and;
- unclear responses not relating to the provided text.

(c) Provide suggestions for improvement in relation to Teaching and Learning

- Learners should not be given the marking guidelines for Question 2, as many of them

then attempt to answer the question in the format as stipulated in the marking guidelines.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

Learners should be encouraged to count and indicate the number of words used at the end of their summary. They should not exceed the number of words required.

Emphasise the importance of following instructions to learners.

The summary is assessed as follows:

- 7 marks for 7 correct facts
- 3 marks for language – awarded according to the number of correct facts.

Language and spelling errors can be indicated, but learners are not penalised in addition to what is stipulated in the marking guidelines.

- See Marking Guidelines on how to mark the summary,

### **QUESTION 3 (ANALYSING AN ADVERTISEMENT)**

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

This question was poorly answered, with learners being unable to identify the target market of the advertisement, as it does not appeal to them – having coffee and cake is associated with older people (3.1). The open-ended question seems to be a challenge for each paper. The higher-order questions were problematic for most learners.

(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

The following questions were poorly answered:

- 3.2 – Learners who are not exposed to coffee shop environments could not identify the sachets of sweeteners. Learners either assumed that the whole box contained sugar or were not aware of the sugar substitute.
- 3.4 – Instead of answering the question, learners included the words 'more than 125 years of sweetness' from the question as an answer.
- 3.5 – Learners do not fall into the target market of the advertisement, and thus did not form strong opinions about the product.

(c) Provide suggestions for improvement in relation to Teaching and Learning

Refer to the CAPS Document, page 31 – 'Intensive reading of MULTIMODAL AND VISUAL TEXTS'. 'Identify, analyse and evaluate the message and effectiveness of visual elements of advertisements.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

- Learners should be taught how to derive valid reasons for their answers from the advertisement itself.
- Learners must practise analysis skills from Grade 8 using more basic examples, gradually moving towards more in-depth advertisements.

- Learners should consider visuals and copy when answering questions.
- Emotive words are used to convince people to buy a product and should be focussed on when answering questions.

#### **QUESTION 4 (ANALYSING A CARTOON)**

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Learners performed unacceptably poorly in this question. While most learners seem to be coping well with the lower-order questions, most still encounter problems in dealing with those that require more insight.

(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

The following questions were poorly answered:

- 4.1.2 – Learners are inattentive to details like facial expression and verbal responses displayed in frame 1.
- 4.2 – Learners could not understand the word 'SOB', assuming it was an abbreviation. Learners failed to answer correctly because they did not read the question, assuming it should be answered in the same way as question 4.1.3, where an abbreviation had to be written out in full.
- 4.3.1 – Many learners did not know the term 'verbal clue', thus they did not attempt to answer the question. Those who did understand the term failed to connect the mother's feelings to the verbal clue.
- 4.4 – Many learners did not attempt to answer this open-ended question, while others had a stance without a substantiation. This resulted in a poor result across the learners scores.

(c) Provide suggestions for improvement in relation to Teaching and Learning

Refer to the CAPS Document, page 31 – 'Intensive reading of MULTIMODAL AND VISUAL TEXTS'. 'Identify, analyse and evaluate the purpose and message of visual texts created for enjoyment and entertainment'.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

- When referring to a specific frame in a cartoon, the answer cannot be derived from a different one – learners who do this cannot be awarded marks.
- Learners should pay attention to verbal and visual clues within the cartoon.
- Learners should read the entire cartoon before answering questions to fully interpret any humour and/or message present.

#### **QUESTION 5 (LANGUAGE AND EDITING SKILLS)**

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

This is a subpar performance by learners for this question. It is of great concern that learners are not taught basic grammar skills in the classroom. Learners should be encouraged to read and write more, to enhance their vocabulary and spelling skills respectively.

(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

The following questions were poorly answered:

- 5.1.1 – Learners find it very challenging to identify errors in sentences, so they tend to change words that are correct. Those who wrote in full sentences failed to score marks due to not underlining the correct answer.
- 5.1.3 – Learners are typically asked to rewrite a sentence in passive voice. This year they were asked the opposite, to write a sentence in active voice, which baffled them.
- 5.1.5 – Learners should be exposed to more exercises on tag questions. If a statement is positive, the tag provided should be in the negative. 'You will be in class tomorrow, **won't you?**' If a statement is negative, the tag provided should be in the positive. 'It can't be raining outside, **can it?**' Learners should be reminded to use the apostrophe in the correct position.
- 5.1.6 – Learners lost marks by failing to follow the instruction to begin their sentence with 'When'. They also failed to replace 'His mother...' with the pronoun 'She' in the second part, resulting in them losing the second mark.
- 5.1.7 – It has become clear that learners do not grasp reported speech as most of them do not make the necessary changes to the verbs, pronouns, and adverbs of time and place. Punctuation is still an issue, since learners do not leave out the quotation marks, causing them to lose the bonus mark.
- 5.2.1 – Learners are not taught what present tense is, or how to change verbs into their continuous form.
- 5.2.2 – Learners cannot differentiate between parts of speech and figures of speech. Some give answers such as 'metaphor', 'literal' or 'figurative'.
- 5.2.3 – The answer to this question was 'worse'. Most learners wrote 'badder' or left a blank space.
- 5.2.5 – Learners used the incorrect form of the word 'fall', changing the meaning of the answer, which lost them marks. The correct form would be 'fell'.

(c) Provide suggestions for improvement in relation to Teaching and Learning

- Learners should learn to follow instructions and only write what is required of them by the question. When a one-word answer is required, learners who write the whole sentence must underline the relevant word to receive marks.
- Short spelling exercises should be done in class as incorrect spelling in certain sections of the question paper could disadvantage the learner.
- Instead of giving students exercises to teach them language structures, they should be taught the rules of language structures in class from Grade 8.
- English teachers should not compromise the use of English as a teaching language at school; learners should hear the language from their teachers as learners may rarely hear it outside the classroom.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

Learners cannot improve their language skills without sufficient education in the classroom. Teachers must *teach* language skills to learners to improve learners' performance in this question.

Refer to the CAPS Document, pages 46 to 48, for a list of Language Structures and Conventions.