



EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

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REPUBLIC OF SOUTH AFRICA, Website: www.ecdoe.gov.za

2018 NSC CHIEF MARKER'S REPORT

SUBJECT:	English Home Language
PAPER:	ONE
DURATION OF PAPER:	2 HRS
DATES OF MARKING:	30/11/18 – 14/12/18

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

The paper was favourably received and rightly so, because the choice of texts for the question paper resonated with English Home Language learners. A passage that has a relevant message that can be clearly understood instils confidence and sets the tone for the rest of the question paper. Learner performance in the question paper was in keeping with past years' trends. Proficient English Home Language candidates excelled and even the extremely weak candidate managed to score despite grappling with the challenges of a limited vocabulary. Text B was well chosen and clearly complemented Text A. This was evident where candidates could pick up with valid motivation how Text B supported the title and paragraph 1 of Text A. Weaker candidates who did not fare well in Question 1 tackled the summary competently and scored here as quoting verbatim is not heavily penalised. There was no confusion in terms of the instructions of the summary. Seven or more points were easily identifiable. Texts D and E caused confusion for the weaker learners as they were unable to interpret the texts beyond a literal level. A higher-order question that requires insight and in-depth understanding left weaker candidates struggling to score marks. Stronger candidates were able to apply themselves with a critical comment and valid justification for Q3.3, Q3.4, Q4.3 and Q4.4. It is clear that weaker candidates cannot cope with higher order questions and always respond at a literal level. A definite area that has to be addressed is the lack of understanding related to attitude and technique in visual literacy. Question 5 was well answered by candidates from centres where language teaching is thoroughly done and consolidated on a regular basis. Direct and reported speech forms part of the basics in language teaching, yet weaker candidates responded with an answer that was in quotation marks. Some stronger candidates failed to complete the question paper as they did not adhere to the time guideline or the mark allocation. These candidates must be taught that a 2-mark question does not require a response consisting of half a page. Inevitably the strong candidate is going to run out of time and there will be no time for Question 5.



SECTION 2: Comment on candidates' performance in individual questions. (It is expected that a comment will be provided for each question.)

QUESTION 1

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

Q1.1 - Q1.4 were well answered and the tendency of weaker candidates to merely lift from the passage was not as prevalent as in previous years. This stems from the fact that some weaker candidates could understand the writer's attitude of disgust (criticism) at the youth's crude display of wealth.

In Q1.2 the reversal of ownership was picked up, but the 'dehumanised' aspect of the question was sometimes overlooked by the weaker candidates.

Most candidates followed the guideline given for each specific question and focused on the relevant quotation.

The full three marks were not obtained in 1.5 as many candidates failed to see the switch in the cognitive level of the question wherein the distinction between the two concepts, i.e. consumers and citizens, must be discussed and both concepts must be addressed.

Q1.6, Q1.7 and Q1.10 are the questions where **critical comments** or **discussions/justifications** were required and it was clear that this is where candidates are not equipped to answer fully for 3 marks.

Q1.7 was poorly answered as it is clear that stylistic techniques of a writer are not thoroughly taught and consolidated.

Text B was understood by candidates where they could pick up on the disgust depicted by the character on the left and the enthusiasm of the second character. However, many weaker candidates failed to score the third mark that showed some insight into the **attitudes** of the **two** characters.

Q1.10 was poorly answered because the focus was not on the **cartoonist's message**, but on the characters.

Candidates could not earn the full four marks for Q1.11 as mere paraphrasing or quoting occurred and the link between the title, paragraph A and Text B was not shown.

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

- The instruction '**ACCOUNT**' (1.1) confused some learners.
- An inability to gauge the writer's **ATTITUDE**.
- Learners paraphrase the text without understanding what the question requires.
- Inability to cope with the different demands of the different cognitive levels of questions.

Level 1: Account for the writer's feelings in paragraph 1. (2) **[LITERAL]**

Level 2: Explain what the writer means by, 'The young men and women seem lost in their designer clothes, dwarfed and dehumanized by their possessions, as if ownership has gone into reverse'. (2) **[REORGANISATION]**

Level 3: Why, in your view, does the writer distinguish between 'consumers' and 'citizens'? (3) **[INFERENCE]**

Level 4: Critically discuss the cartoonist's message in TEXT B. (3) **[EVALUATION]**

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

- Questions must not be rewritten as answers.
- Use full sentences when answering.
- Do not waffle. Get to the point.
- Leave a line between each answer and the next.
- "Critically comment on/discuss the effectiveness" features often in ENGL, so this must be highlighted and taught.
- Be mindful of INSTRUCTION words such as "**ACCOUNT**", "**EXPLAIN**", "**DISCUSS**", "**JUSTIFY**", "**MOTIVATE**". They crop up all the time in comprehension questioning.
- Vocabulary lists must be incorporated into teaching practices as this is a gaping inadequacy that has a ripple effect on the candidates' ability to perform.
- Incorporate **vocabulary lists** from the **prescribed texts**.
- Expose learners to examples of Text A and Text B where there is a link between the two texts and highlight how one shows that Text B (visual) supports Text A (reading for meaning).

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

- Inability to understand context/limited vocabulary:
"a photograph whose purpose is to illustrate plenty seems to depict a void" -
"void" refers to "a reversal of a sale" – instead of "empty" which is applicable here as the passage has a consumer theme.
- Paradox in the *Journal of Consumer Research* – the *publication* is a journal, not a diary.
- Q1.5 - Distinguishing between **consumers** and **citizens**. It is not clear which definition refers to which concept.

The following areas must be on a basic level in the GET phase and consolidated in the FET phase.

Q1.4 Explain the writer's purpose in referring to various research findings. **To validate/prove the writer's opinion.** This question crops up often enough. **ALERT** learners to this.

The following is a table with a few possibilities of **examples of style**:

academic	archaic	concise	colloquial	conversational
decorative	descriptive	dramatic	economical	elaborate
emotive	factual	narrative	journalistic	lyrical
objective	plain	scientific	relaxed	rhetorical
sensational	subjective	technical		

Metaphorical expressions/figurative language will cover the following:

- Simile
- Metaphor
- Personification
- Paradox(contradiction)
- Oxymoron

- Irony
- Sarcasm
- Hyperbole
- Rhetorical question

SECTION 2: Comment on candidates' performance in individual questions. (It is expected that a comment will be provided for each question.)

QUESTION 2
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The topic was extremely accessible. Even the weaker learners fared generally well when they followed the instruction of extracting SEVEN points on the impact superheroes have on the youth . The passage was so accessible that many candidates could even identify 8 points. It is encouraging to note that learners have been well taught to follow instructions and write in paragraph form.
(b) Why the question was poorly answered? Also, provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<ul style="list-style-type: none"> • The learners who tried to follow the instruction of "Summarise in your OWN WORDS..." are the ones who did not fare that well, as an attempt at using their own words resulted in a convoluted sentence. • Some misinterpretation occurred in point 6: "so to speak" was misunderstood - learners wrote that they had to learn to speak before making "big decisions". • Some learners are wasting unnecessary time setting out their answers with QUOTES, OWN WORDS and PARAGRAPH FORM. • Learners exceed the word count. <p>It was encouraging to note that the choice of passage did not lend itself to candidates sharing their own experiences.</p>
(d) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> ➤ Teach learners to read and follow all instructions precisely. ➤ A fluent paragraph is required and not point form, yet this instruction is overlooked. ➤ Give clear guidance on how to do paragraph summaries within the stipulated word count. ➤ Learners must be taught to bracket/highlight salient points in the passage and work from there. ➤ Write in full sentences. ➤ All rough work must be cancelled.
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> • "Children learn languages when they play imaginary games." As a result of adding the -s to <i>language</i> the meaning changed and the mark was lost. • Focus on the instruction!

"Superheroes are appropriate role models and have a very positive impact on one's life" is the first point made by some candidates, but is not worth a mark as it is too vague.

A USEFUL APPROACH TO SUMMARIZING:

STEP 1: ANALYSING THE QUESTION

In order to answer a question properly, you need to understand what it is asking you to do. You will need to analyse what it requires of you.

STEP 2: READING THE PASSAGE

Skim the text so that you know what it is about. Then read the text again, scanning for the information required in the question.

STEP 3: WRITING A ROUGH DRAFT

As you scan the text, make a list of the important points according to the requirements of the question. Note the following:

- If you have too few words, go back to the text to see if you have left out anything important.
- If you have too many words, edit your summary. Do this by using
 - a single word to replace a phrase,
 - using a phrase to replace a clause,
 - creating compound words or
 - expressing complicated ideas more simply.
- If you make a note of the number of words that you delete from your summary, you will not have to recount over and over again. This will save you a great deal of time!

STEP 4: WRITING A FINAL DRAFT

Once your summary is the correct length, rewrite it neatly. Include the final word count in brackets beneath your summary. (Do **NOT** lie about the word count.)

SECTION 2: Comment on candidates' performance in individual questions. (It is expected that a comment will be provided for each question.)

QUESTION 3
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The average and below average candidates fared very poorly in Question 3 as they had difficulty grasping the message and intention of the advertiser: Text D - promoting the company's efforts to preserve energy and its social conscience and Text E - portraying Shell in a negative light.
(b) Why the question was poorly answered? Also, provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<ul style="list-style-type: none">• The inability to explain the implication of the headline and merely stating, "we must make sure the lights are on for the little girl and it must continue that way for the little girl till she's grown" or "Lights are kept on because children are afraid of the dark".

- Learners did not understand the thrust of Q3.3 where a **COMMENT** related to the APPROPRIATENESS of the **IMAGE** in the **CONTEXT** of the **ADVERTISEMENT** as a whole must be made.
 - The FOCUS OF THE ANSWER SHOULD BE RELATED TO THE **IMAGE**.
There is an **image** of a **young child, snugly reading a book in bed**. This is in **sharp contrast** to the **text**, which **comments** on Shell's activities in the Arctic as a '**nightmare**'.
- Even though the instruction in Q3.4 clearly stated that the justification must be made by reference to **BOTH** texts, this was ignored.

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

- Learners must be exposed to more advertisements from magazines/newspapers/past years' papers. What is the **ADVERTISER'S INTENTION/PURPOSE** and how is this **MESSAGE** conveyed through the **IMAGE** and the **TEXT**?
- An advertisement or poster should always grab the reader's **ATTENTION**. This may be done through colour, pictures, patterns, bold lettering, emotive words, etc.
 - ❖ Image of young girl in Texts D and E
 - ❖ Emotive words "**nightmares**"
- Once the viewer's **INTEREST** has been grabbed, interest needs to be held so that the viewer will want to read on and take note of the message.
 - ❖ Shell's appeal to conserve energy and its social conscience. (TEXT D)
 - ❖ Greenpeace creating awareness of practices that endanger nature. (TEXT E)
- Once interest has been sparked, the advertiser wants the viewer to have a **DESIRE** to react to the message.
 - ❖ A desire to protect the young girl's future. (Text D)
 - ❖ A desire to protect nature. (Text E)
- Now the advertiser wants the viewer to take **ACTION** by responding to the advertiser's message.
 - ❖ The company appeals to the reader to be a part of the solution by supporting Shell's campaign to preserve energy for future use. (Text D)
 - ❖ Greenpeace makes an impassioned appeal to oppose Shell by adding your voice to the movement to stop Shell from drilling for oil in the Arctic.

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

- Many learners compared the two texts for Q3.3 and failed to focus on the image.
- Many answers also reflected ignorance related to 'Greenpeace' and what it stands for.
- Many candidates stated that the bedside lamp was on to prevent the little girl from having nightmares.
- Teachers must guide learners on how to make an informed choice as to which advertisement would have a greater impact. The following responses lack depth and must be justified with a comment.
 - Text E is shorter and has less to read than Text D.

- Text D is blurry and Text E is clear.

Learners also confused the text labelling.

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QUESTION 4

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

The results varied with very few learners achieving full marks. Q4.3 and Q4.4 were poorly answered because of an inability to link the **CARTOONIST'S TECHNIQUE** and the **ATTITUDE** of the girl. A **CRITICAL COMMENT** on the **PLACEMENT** of frame 1 was also problematic as learners could not identify that this was to pique interest and to highlight the price to be paid for **TRUTH**.

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

- Learners contradict themselves e.g. "The boy is hesitant and confident" in frame 4.
- Not linking the answer to frame 4 or 7.
- Reference to body language and not verbal responses:
 "The boy is facing his sister and answering her." (Frame 4)
 "The boy turns away from his sister and does not answer her immediately." (Frame 7)
- Many simply list techniques without justification.

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

A cartoon is a single drawing or a series of drawings that comments on current events or tells a story. It usually consists of simple lines. Cartoon analysis needs to be taught with many varied examples so that learners realise that they need to focus on every detail.

- Facial expressions, body language and speech convey attitude – learners must be able to compare, discuss and say what they imply and show.
 - The girl's **DOMINEERING** attitude in frames 7, 8 and 9 is depicted through her **SCOWL, PURSED LIPS** and **CLENCHED JAW**. Her **FACIAL EXPRESSION** remains **ANGRY** throughout.
 Highlight the focus on detail to convey the character's attitude.
- When asked to refer to a particular frame, learners must be taught to identify visual clues/details:
 - Lack of speech bubble implies that the "**boy is concentrating on his drawing**".
 - Verbal response in frame 4 indicates **willingness**.
 Verbal response in frame 7 indicates **reluctance**.
- Q4.3 and Q4.4 demand **an observation on technique** and **a discussion/comment**.
- The use of "**good**"/ "**positive**", "**bad**"/ "**negative**" to describe **attitude** must be totally avoided.

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

It would be useful to make use of a resource that is easily accessible: **PAST YEARS' PAPERS**. Subject advisors must ensure that this valuable resource is utilized by all centres. A careful analysis of past years' trends will provide invaluable **PRACTICE**. The best way to master any aspect of language is through **EXTENSIVE PRACTICE OF EXERCISES FROM PAST YEARS' PAPERS!**

Q4.2 is a comparison of the boy's verbal responses in frames 4 and 7.

	FRAME 4	FRAME 7
Boy's verbal response	Willingly	hesitantly
	calm and nonchalant	stressed and competitive
Visual representations of the character	confused (boy's head is moving from side to side)	defeated (slumped shoulders)
Mother's reaction	smiling broadly	horrified
Colleague's reaction	Indifferent	anger/annoyance

Incorporate language teaching with visual literary: **SYNONYMS AND ANTONYMS** that are possibly relevant to analysis of verbal responses/reactions.

WORD	SYNONYM	ANTONYM
boastful	Conceited	modest
clumsy	Awkward	agile
drowsy	sleepy, tired	awake, alert
hostile	unfriendly, warlike	friendly, approachable

This is by no means an exhaustive list. Learners should be encouraged to compile their own list based on cartoons that they have come across.

SECTION 2: Comment on candidates' performance in individual questions. (It is expected that a comment will be provided for each question.)

QUESTION 5
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Learners fared poorly in Question 5 for two reasons: Weaker candidates lack formal grammar knowledge and stronger candidates ran out of time for completion of this question. Learners were also confused by the vocabulary in the questions/text.
(b) Why the question was poorly answered? Also, provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<ul style="list-style-type: none"> • It is clear that punctuation is an area that is sorely neglected. This is evident in the responses in the rest of the question paper where sentence construction is poor and capital letters are used in the middle of a sentence even though the word is not a proper noun. • 5.1 – comma (also, NOT a coma) • 5.2 – The instruction to rewrite in FORMAL ENGLISH was ignored. • 5.3 – This question was very poorly done and the frequency of correct answers was few

and far between.

- 5.4 - The ambiguity eluded most learners and few managed to earn both marks.
- 5.5 - Many candidates did not change the verb into the past tense.
- 5.6 – The correct alternative was identified. The multiple-choice question helped here.
- 5.7 – Learners fail to identify concord errors when it is a verb other than is/are; has/have etc.
- 5.8 – “incurs” was a popular answer given by stronger candidates, because they thought
if it was a **MALAPROPISM**, it had to be close to the INFERS.
- 5.9 – Most candidates managed to identify the tautology here.

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

➤ SIMPLE, COMPLEX AND COMPOUND sentences must be revised.

- **SIMPLE sentences** are sentences with only one **clause**. However, simple sentences can have one or more **phrase(-s)** as well.
- **COMPLEX sentences** are sentences with one main **clause** and one or more **subordinate clause(-s)**.

Any other conjunctions (also relative pronouns “which”, “whose”, “that”, acting as conjunctions) other than FANBOYS (SEE BELOW) are subordinate conjunctions e.g. “while”, “as”, “as if”, “after”, “because”, “when”, etc. when linked with a main clause to form a COMPLEX sentence.

- **COMPOUND sentences** have two clauses of equal importance.

A sentence is only a compound sentence if it has two **clauses** joined by:

F: FOR

A: AND

N: NOR

B: BUT

O: OR

Y: YET

S: SO



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

- Textual editing must be practised.
- Learners must read the questions carefully, analyse them and respond as instructed.
 - For Q5.2 many answers were still in colloquial English e.g. “gob smacked” and “flabbergasted”, despite the instruction to **REWRITE** in **FORMAL ENGLISH**. Many learners also did not adhere to the rule of keeping the substituted word/phrase in the same tense.
- Revise **reported speech**.
Teach the changes listed below that occur when changing from **DIRECT** to **REPORTED (INDIRECT) SPEECH**.

DIRECT SPEECH	INDIRECT (REPORTED) SPEECH
I	he/she
me	him/her
my	his/her
we	they
us	them
our	their
here	there
this	that
now	then
today	that day
yesterday	the previous day
tomorrow	the following/next day
last week	the previous week/the week before
ago	before
am	was
is	was
are	was/were
have	had
has	had
do	did
can	could
will	would
shall	should
may	might
was	had been
were	had been
had	had had
did	had done
could	could have
would	would have
should	should have
might	might have
must	had to /should

GENERAL ADVICE/POINTS TO STRESS/REQUESTS

- ❖ Follow instructions – start each question on a NEW page.
- ❖ Encourage learners to manage their time carefully so that they can get to Question 5 comfortably.

Alternatively, suggest that they answer Question 5 before tackling the time-consuming questions.

- ❖ Question terminology must be taught:

"Critically comment on TWO elements of style ..." means that candidates must refer to the elements of style **in paragraph 8** – not just quote a word or two.

"Image" or "graphic" refers to **pictures** and **not the words**.

- ❖ Learners must be guided by the mark allocation.
- ❖ Spelling needs to improve.
- ❖ Acquisition of vocabulary must be nurtured by using a variety of sources.
Candidates must read more widely.