

**NSC 2016 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>ENGLISH HOME LANGUAGE</b>		
<b>PAPER</b>	<b>3</b>		
<b>DATE OF EXAMINATION:</b>	25 NOVEMBER 2016	<b>DURATION:</b>	2½ HOURS

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

The paper was fair and accessible. The topics were diverse and challenging, as per Home Language expectations. The topics adequately covered the various cognitive and difficulty levels.

In Section A learners were spoilt for choice. Candidates produced an amazingly creative array of responses to the essay topics. The pictures, in particular, catered for the weaker learners. However, the stronger learners produced excellent responses. The topics catered for a wide range of candidates – both the eloquent and the less able. They also appealed to a variety of interests and encouraged personal and sincere responses. Although a figurative approach to a topic in Section A is preferable, a number of literal responses produced exceptional writing.

Section B covered a variety of formats from the allocated categories; however, the topics were challenging. Because some of the topics lacked direction or included elements which created uncertainty, the learners were confused at times about where the focus should lie. This lack of clarity resulted in many of the candidates struggling to maintain focus. They either attempted to cover as many elements as possible, or ignored a crucial element of the topic.

Most of candidates managed their time effectively. A limited number of candidates were not able to finish the paper.

Learners generally performed very well and candidates are to be commended on their ability to respond creatively in a short period of time under examination conditions. The variety and unpredictability of responses made marking their work enjoyable.

Topic 1.5 was the least popular, but this is to be expected because of its challenging nature. The fact that one topic was not overwhelmingly more popular than another is proof of the balance in the topics set. Excellent or poor responses were not confined to any particular topic and many responses were sophisticated, perceptive and profound.

The topics were not specific to any gender or race and were open to interpretation on various levels. The topics were not one-dimensional: responses could be creative, descriptive, reflective, narrative or discursive and therefore covered all styles of writing.

A pleasing number of candidates were awarded 100% for the entire paper or for sections of the paper.

## SECTION 2: Comment on candidates' performance in individual questions

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

### SECTION A: ESSAY WRITING

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

Average mark from the sample of 100 :		ESSAYS
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
1.1	Embrace the magic of new beginnings.	67.7
1.2	History, despite its wrenching pain, cannot be unlived, but if faced with courage, need not be lived again.	58.9
1.3	The unwritten rule.	65.7
1.4	The world can be an amazing place when you are slightly strange.	57.3
1.5	'Whoever wants music instead of noise, Joy instead of pleasure Soul instead of gold... Finds no home In this trivial world of ours.'	56.5
1.6.1	Picture: Frayed/fraying rope	66.1
1.6.2	Picture: Birds/New horizons/Open cage	65.0
1.6.3	Picture: Girl on staircase/Reflection	74.0

### SECTION A

#### 1.1 EMBRACE THE MAGIC OF NEW BEGINNINGS

This topic is relevant, accessible to grade 12 learners and was well answered. It was a popular topic with both strong and weaker learners. Candidates responded with sincerity and authenticity. The topic produced positive interpretations and a broad range of responses. Candidates did poorly when they simply defined elements of the topic. Candidates who did not address the 'magic' element of the topic and merely defined the word, 'magic' fared poorly.

#### 1.2 'HISTORY, DESPITE ITS WRENCHING PAIN, CANNOT BE UNLIVED, BUT IF

FACED WITH COURAGE, NEED NOT BE LIVED AGAIN.'

This topic produced very good personal responses. The learners who did not perform well focused on the historical aspect without touching on the courage aspect of the quotation. Others produced historical essays without referring to the required change.

### 1.3 THE UNWRITTEN RULE

This was a less popular topic. Unfortunately some candidates lost track of the 'unwritten' element in the topic and concentrated on school rules or Biblical laws which are clearly written. Strong candidates, who interpreted the unwritten rule as the morals or values understood by society, produced brilliant responses.

### 1.4 THE WORLD CAN BE AN AMAZING PLACE WHEN YOU ARE SLIGHTLY STRANGE.

This was a fairly popular topic. Candidates who did not perform well omitted the 'amazing' aspect of the topic and merely focused on being different. Some candidates focused on being weird and society's reactions to that, rather than how their world was subsequently 'amazing'. Personal authentic responses were duly credited.

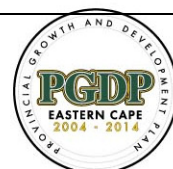
### 1.5 'WHOEVER WANTS MUSIC INSTEAD OF NOISE, JOY INSTEAD OF PLEASURE SOUL INSTEAD OF GOLD ... FINDS NO HOME IN THIS TRIVIAL WORLD OF OURS.'

This higher order topic was challenging and multi-faceted, which led to confusion. Subsequently, very few candidates could cope with its demands. Candidates were expected to link any part(s) of the first three lines and the last two lines. In other words, responses could not simply focus on music or joy: the spirit of the quotation had to be addressed. Candidates who analysed aspects of the quotation performed poorly. Candidates who focused on too many aspects produced disjointed essays which reached no meaningful or insightful conclusions. Candidates who understood the spirit of the quotation produced good responses. This challenging topic was the least popular.

#### 1.6.1 FRAYED/FRAYING ROPE

This topic was popular and produced excellent literal and figurative responses. Candidates were able to relate to the topic, with many referring to being at the end of their tether after the matric examinations. The topic was open to interpretation and candidates rose to the challenge. Personal responses were authentic and well written.

#### 1.6.2 BIRDS/NEW HORIZONS/OPEN CAGE



Candidates could focus on the full visual or an aspect of the visual. However, if a candidate dealt with too limited an aspect of the visual, it was regarded as a flaw (e.g. a focused solely on the moon) and ignored the birds and the cage.

The topic was very popular and particularly relevant to grade 12 learners, who used freedom as the focus of the essay. Some outstanding responses were provided by candidates. The few candidates who did not perform well produced limited responses which did not address the spirit of the picture.

### 1.6.3 REFLECTION/GIRL ON STAIRCASE

This relevant topic produced exceptional writing where inner conflict was the most popular theme. It was accessible on every level and evoked powerful emotions. Very few were not able to come to grips with the topic and the variety of responses was astounding.

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

Due to the nature of the topics, there were no questions which caused problems or misunderstanding in Section A. If a question was poorly answered, it was because the candidate did not understand or did not address the topic. Problem areas have been discussed under each topic.

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

- Candidates must be encouraged to use their reading time effectively and use a highlighter to identify all the required components of a topic.
- Candidates must be aware of the time allocation per section suggested in the instructions and plan the division of their time accordingly. It is strongly advised that candidates should adhere to this. There were a number of candidates who did not write the second piece in Section B or who were unable to finish. Candidates write this paper from grade 10 and should be able to apply the necessary time management skills.
- Candidates should not leave pages open between pieces of writing.
- Candidates have an entire booklet in which to write. They should avoid cramming the writing onto as few pages as possible.
- Candidates should start each new piece of writing on a new page.
- Candidates should plan essays to maintain focus, yet they should **refrain from overly long planning**. The writing of a draft should be **limited to the essentials** to allow time for writing and editing.
- Candidates should number their planning **and** their final copy.
- To ensure that markers are aware of where the essay begins and ends, candidates must distinguish clearly between their planning and their final product.
- Candidates should include a title to their essays, especially when they have chosen one of the pictures, since this will create focus and reader expectation, and enhance the quality of writing.
- Candidates should link their essay to the topic with a good introductory and concluding paragraph.

- There is no need for the candidate to repeat the topic or state the focus of the essay as if he/she were debating, e.g. 'In this essay I will be discussing...' or 'The topic means ...'.
- It is essential that candidates start their essays at the **top** of a page and write to the **last line** of the page, as at times it appears to the marker that the essay has ended, yet there is still a paragraph that follows once the page has been turned.
- Candidates should be guided in responding to the graphics. They should not describe what they see in the picture, e.g. 'I see a bird leaving a cage ...'.
- Encourage creativity and figurative responses to the topics. However, if the candidate is average, he/she should stick to what he/she knows, instead of trying to create an "out-of-the-box: response.
- Encourage original metaphoric responses and avoid the use of clichés and idioms.
- Educators should focus on the importance of **content** and learners should realise that their responses must be relevant to the topic: all thoughts and ideas should link to the topic.
- Candidates need to practise introductory and concluding paragraphs to ensure that the conclusion follows logically from the introduction. Educators should stress the importance of the impact of effective introductions and conclusions.
- Candidates **must not use headings** like, 'Introduction', 'Body' and 'Conclusion'.
- The importance of **structure** needs to be emphasised: the development of an essay is greatly enhanced by correct, logical paragraphing and the use of topic sentences.
- Candidates who develop their ideas and provide detail are able to score high marks for structure.
- Paragraphs need to be varied! Some candidates are under the impression that an essay consists of three paragraphs only: an introduction, a body and conclusion.
- Candidates need to be reminded that a new paragraph means leaving a line open. This is also very important when direct speech is used in the writing.
- Teach learners how to construct a paragraph: topic sentence plus elaboration. One paragraph should contain one idea. Learners also tend to string together topic sentences without elaboration.
- The importance of sentence structure should be reinforced to create readable and effective writing.
- Candidates should focus on varying their sentence length as this improves the style and structure of the essay.
- Discourage the repetitive use of **participial phrases** to start sentences. However, this was not as much of a problem this year as in previous years.
- The use of sentence fragments is still a problem. Teachers should address the candidates' use of incomplete sentences.
- While good vocabulary is rewarded, inappropriate use of excessive pre-learnt or pre-taught **vocabulary** should be discouraged. Invariably candidates use these words in the incorrect context.
- Teachers should **not** encourage learners to learn lists of clichés, quotations and platitudes which are then used excessively in their writing. These come across as

“forced” and produce writing which is not cohesive; instead the writing is insincere, disjointed and lacks meaning.

- The weaker learners, especially, should focus on being concise. A sentence is a unit of meaning. Lengthy sentences, which can almost be considered to be a paragraph, should be avoided. Overly long and cumbersome sentences detract from the essence of the writing.
- Candidates must be more attentive to punctuation. Sentences were at times long and confusing, leading to a lack of coherence.
- The correct format for listing is a comma between each item, with the last item in the list preceded by ‘and’.
- Comma splicing remains an ongoing problem and needs **serious** attention. It leads to long, rambling sentences.
- Learners should not use semi-colons indiscriminately.
- The focus should be on using a comma after the word instead of at the beginning of the next line. For example: ‘Even though matric was hard work , it was worth the effort.’
- A hyphen must be used at the end of a syllable when a word is continued on the next line. If candidates are unsure where to use the hyphen, they should rather place the entire word on the next line.
- Candidates should avoid using ‘e.g.’ or ‘etc.’ or ‘i.e.’ in their writing. If they do insist on using these, they should abbreviate them properly and use them correctly.
- Instead of using ‘reason being’, candidates should use ‘because’.
- Inconsistent use of the **pronoun** needs to be addressed, e.g. Candidates write, ‘One should do their work’ instead of ‘One should do one’s work’ or ‘Everybody must do their work’ instead of ‘his/her work’; ‘A person should do their work’ instead of ‘A person should do his or her work’.
- Candidates should apply the rule that a pronoun replaces the name of the person or thing and should avoid writing: ‘This letter it is ...’ / ‘Anne, she is a bully...’.
- Remind candidates of the correct use of pronouns, e.g. ‘Am leaving tomorrow’ should be ‘I am leaving tomorrow’.
- Educators should address sequence of tense. Candidates change tense in mid-sentence and within the paragraph. There is a tendency to use the continuous tense when the simple or perfect tense would be more appropriate.
- The apostrophe must not be used to form plurals.
- Candidates need to learn where to place the apostrophe in cases of omission. However, this was much less of a problem this year.
- The punctuation and paragraphing of **direct speech** needs to be addressed at grade eight level and reinforced every year, as well as the correct use of tense in indirect speech.
- Candidates must not indiscriminately use inverted commas.
- Discourage the use of **redundancies** such as: ‘in this world we live in’ / ‘we as the youth / I as a person, / I as a human being / we as people / we as humans / we as individuals.’ Such redundancies detract from the efficacy of the writing. It is worrisome that these redundancies are on the increase.
- Teachers should address **commonly confused words**: advice / advise;



everyday and every day; they're / there / their; his / he's; where / were / wear; apart / a part; life / live / leave; still / steal; rich / reach; your / you are / peace / piece.

- Address the following words which are **misspelt**: because / in fact / at least / bullying / referred / occurred / diligently / tomorrow / challenges / powerful / grateful / truly / careful / beginning / develop / occasionally / a lot of / I am / as well / of course / definitely / every time / in case / receive / deceit / separate / desperate / until / till / in spite of / in front / in fact / disappear / disappoint / guarantee / the use of *sayed* instead of *said* / *payed* instead of *paid* / cannot / happened
- Correct the use of 'should of' (should have) / 'could of' (could have) / 'its' vs 'it's' / 'yous too' (used to) / 'gonna' (going to) / 'wanna' (want to).
- Avoid the use of 'hence' / 'a couple of' / 'you guys' / 'cos' / 'cause' instead of 'because'.
- Avoid excessive use of 'whereby', 'therefore', 'thus' and 'however'.
- Avoid the use of brackets to explain a word or an idea.
- Avoid the use of obliques to provide options, e.g. He was fat/obese.
- Avoid the use of too many and repetitive conjunctions which lead to long sentences.
- Avoid starting a sentence with a conjunction which requires a main clause.
- Avoid constantly starting sentences with 'because'.
- If contractions are used, they need to be punctuated correctly.
- Random, irrelevant quotations to introduce or separate paragraphs should be discouraged.
- Stress the use of the auxiliary verb, e.g. 'I leaving now' should be 'I am leaving now.'
- Remind candidates of the use of the article, e.g. 'Majority of learners' should be 'The majority of learners'.
- Avoid offensive content (overly religious, political, sexual or irreligious).
- Far too many candidates do not use capital letters at the start of sentences and for proper nouns, especially 'I' and "God".
- The tone and register should not be informal, unless it is appropriate to the context. Slang is to be avoided.

**(d) Describe any other specific observations relating to responses of learners**

- Learners were able to respond in any style to the topics. Candidates who prefer narrative essays were able to adapt the topics to suit their writing.
- Some candidates were unable to organise their thoughts, resulting in haphazard and muddled writing. Some form of planning is essential.
- Learners should ensure neatness and legibility.
- There are a number of learners who insert capital letters randomly into their sentences.
- It is pleasing to note that the use of sms language is steadily decreasing. However, the use of 'i' instead of 'I' remains a problem.
- In addition, it is pleasing that candidates no longer use acronyms such as YOLO or LOL.
- Figurative aspects of topics were not always understood.

- High levels of creativity were observed.
- The quality of writing continues to improve.

**(e) Any other comments useful to teachers, subject advisors, teacher development etc.**

The introduction in creative writing should not be a statement of intent. Far too many learners repeated the topic in their essays, explained the meaning of the topic or informed the marker what they were going to discuss in their essays.

Candidates should be guided by the word limitations and time allocations.

**Candidates must not:**

- Correct their work in pencil.
- Use correcting fluid.
- Use different handwritings in their responses. Unfortunately this is on the increase and candidates have to be cautioned. These cases have to be investigated as “irregularities” and could have unfortunate consequences for the learners.
- Candidates must not use multi-coloured pens to edit work. This interferes with the marking process.
- Use a pen that is too light. Legibility is of **paramount** importance.
- Choose topics which they do not fully understand. Topics which were poorly answered resulted from a misunderstanding or misinterpretation of the topic.
- **Tear pages** from their answer books. Planning must be left in the answer book.
- Use ‘In conclusion’ or ‘I conclude with’ to end their essays.
- Write: ‘I quote’ as an introduction to a quotation.
- Prepare essays then attempt to manipulate the topic.
- Address more than one topic in their responses.
- Use phrases from other topics in their writing: this detracts from originality
- Use incorrect prepositions.
- Use clichés, stock or flowery phrases as these do not enhance the writing and lead to confusion. Refer to the common errors listed in (c).
- Try to impress the marker by being verbose.
- Use learnt vocabulary which is not suitable to the context and leads to incongruity.



## SECTION B: TRANSACTIONAL WRITING

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

Average mark from the sample of 100 :		SECTION B
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
2.1	Dialogue	78.8
2.2	Obituary	63.7
2.3	Letter of Request	71.4
2.4	Magazine Article	75.5
2.5	Book Review	52.6
2.6	Speech	67.3

### GENERAL

It is important to remember that transactional writing has a specific purpose and that formats be adhered to.

### SECTION B

#### 2.1 DIALOGUE

Learners coped extremely well with this relevant topic and produced excellent authentic and mature conversations. The topic was very open, yet candidates did not stray from the topic. Many candidates discussed the classification of graffiti as art or vandalism and youth vs old age. It was obvious that the format had been well taught, although some learners still used inverted commas. A few learners treated the dialogue like an interview which had an impact on their language, style and editing marks.

Even though dialogues are usually informal situations, the candidates may not use slang, especially not 'wanna' and 'gonna'.

Candidates were credited for good interaction in the dialogues. The few learners who did not do well in the dialogue had included three people throughout the conversation instead of the required two. Their content mark was adjudged to be 'Elementary' as this is a critical oversight.

There was too much emphasis on the greeting and goodbye. Learners should get to the point of the writing more quickly. Candidates should be encouraged to use short, pithy, conversational dialogue, not long stilted 'speech-like' discourses.

Stage directions should be included and should be in the present tense. A line should be left open between each speaker.

This was a very popular topic and the format should be recommended to the weaker learner.

Avoid the clichéd ending, 'Let's agree to disagree'.

## 2.2 OBITUARY

An obituary is a notice of death **in a newspaper**. A eulogy is read in the church.

It was a fairly popular topic but very few learners were aware of the exact structure! The departmental guideline is **NOT** correct. Educators need to ensure that the learners are aware of the correct format.

Requirements:

- surname, name and possibly nickname
- birth death and life of the deceased
- details of the service, cause of death and instructions regarding condolences
- euphemism ('passed away' instead of 'died')

Avoid:

- first person narration, e.g. 'I was born ...'; 'I died ...'
- present tense
- overly emotive language
- inappropriate content, e.g. 'He was a gangster who was involved with drugs ...'
- obituaries to pets
- She was born by her mother...
- He attended primary at ...

In contrast with 2015, the demands of the obituary were generally well taught this year. However, the quote about friendship and the instruction to celebrate the deceased's legacy confused some learners who failed to merge the eulogy element with the obituary. Many of the factual details were omitted from the obituary and a number of learners spent too much time elaborating on the illness.

Many learners wrote as if they were directly addressing the deceased and wrote a narrative of the friendship. Flippant and insincere answers were regarded as inappropriate and could not be awarded good marks.

## 2.3 LETTER OF REQUEST

This topic required the candidates to state the reasons for the interventions, the nature of the interventions and to request funding. Some candidates interpreted 'funding' as fund-raising. Candidates were misled by the satellite dishes and lack of disrepair of the buildings in the graphic. The word, 'derelict' was not always understood.

Learners could use either formal or informal letter format since the letter was addressed to a member of the community. Unfortunately, many candidates mixed the formats.

Candidates who performed well provided well-elaborated and persuasive responses. Candidates who provided letters that lacked detail were not awarded good marks. Register and tone are extremely important when considering the purpose of functional writing. The test was: would this letter persuade the wealthy community member to part with his money?

The following problems were noted:

- addresses were omitted
- street addresses and P.O. Box numbers were used together in the same address
- addresses were written in the incorrect order
- codes and dates were omitted
- the date was also included in the business address
- the date was not written in full
- the name of the addressee was omitted
- the salutation referred to 'To whom it may concern' or 'Dear Manager'
- subject headings were omitted
- subject headings were far too long, or vague or not pertinent
- opening paragraphs did not specify the nature of the matter
- the body of the letter consisted of one long paragraph
- incorrect signing off was used
- candidates wrote: 'I would really like for you to ...'

#### 2.4 MAGAZINE ARTICLE

The magazine article consisted of three parts: candidates had to refer to the programme being implemented; the positive results thereof and persuade other communities to follow suit. Many candidates emphasised the change in the lives of the convicts but failed to supply enough information about the programme. This was not a letter to the Editor, neither was it a newspaper article. Very few candidates provided a heading and sub-heading.

The test was: does it sound like a magazine article and would it encourage other communities to implement the programme?

#### 2.5 BOOK REVIEW

This topic required not only a review of the book, but also a reference as to how the reviewer's opinions had been challenged by the book – an aspect which was ignored or touched on very briefly by some candidates. Learners who did not include both aspects of the topic did not fare well.

A number of candidates were able to use their knowledge of 'Animal Farm' and wrote excellent responses on how they were made aware of corruption and the need to speak out. This topic was more suitable for stronger candidates and was not a popular option.

#### 2.6 SPEECH

Learners were required to focus on verbal abuse and not abuse in general. The

majority of the responses were good and it was clearly a topic to which the learners could relate. The graphic stimulus aided the candidates who were able to use words from the graphic to enhance their speech. Candidates who wrote about abuse in general were adjudged to be 'Moderate' or 'Elementary'. Many learners took too long to get to the point of the speech.

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

Far too many candidates did not know the appropriate formats for the transactional writing nor did they understand the purpose, especially with regards to the letter to the press, obituary and the formal report. Some candidates did not understand the purpose or structure of transactional writing. They were also unaware of the correct format. Problem areas have been discussed above.

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

- Candidates need to be reminded that **TWO** pieces of writing are required in Section B and they should manage their time accordingly.
- Educators should give detailed feedback after the June and Trial examinations in order to improve the quality of writing and to make learners aware of issues they need to address.
- Candidates need to be taught to analyse a topic and highlight the key aspects.
- Educators should condition learners to answer to their strengths.
- Learners should select topics to which they can relate and to which they can respond with confidence and knowledge. For example, a letter requesting funding should be respectful but not too obsequious.
- Register and tone must be appropriate to the purpose of the writing.
- Candidates must avoid flippant responses to the topic and must bear in mind that this section has a definite function. Silly and inappropriate jokes in, for example, the obituary or speech affected the mark awarded. Animal obituaries are inappropriate.
- Functional writing can be learnt; learners should be exposed to as many examples of transactional writing as possible.
- Expose candidates to actual letters to the editor and obituaries in newspapers in order to acquaint them with the requirements of these genres.
- Candidates should be taught that transactional writing is writing with a purpose and the response should fulfil that purpose.
- Focus on the importance of using correct transactional formats in order to score top marks.
- Paragraphing, structure and register are important.
- Concise writing must be practised since learners need to give as much relevant detail as possible.
- Candidates must avoid any repetition and tautology, e.g. We are going to look/see; We were searching/looking for.
- Learners must not announce their names at the beginning of letters, e.g. 'My name is Anne and I am writing this letter because ....'
- Candidates must focus on proper conclusions. Transactional writing, especially, cannot be left hanging.

**(d) Describe any other specific observations relating to responses of learners**

Far too many candidates did not know the appropriate formats for the transactional writing nor did they understand the purpose, especially with regards to the letter of request, obituary and book review. Refer to the report on each topic in Section B above for areas that need attention in the transactional writing.

**(e) Any other comments useful to teachers, subject advisors, teacher development etc.**

Candidates should avoid responses that are too general or vague.  
Educators should stress the importance of appropriate register and tone.  
Slang and swearing are never acceptable.

**PLANNING:**

- Candidates need to show progression/development/organisation of ideas in their writing.
- Visible evidence of planning (rough work) is **not** essential and candidates will not be penalised for not producing a draft. Markers understand that candidates could be planning and organising their thoughts in their heads. Stronger candidates may not need to plan. Weaker candidates' lack of planning will show in their writing.
- The instruction on the question paper regarding planning is simply to encourage candidates to organise their thoughts. It is part of the writing process.

**SECTION A: CHOICE OF TOPIC**

- Candidates should be **encouraged to choose topics they understand** or which are familiar to them. Too many candidates choose a topic which they misinterpret or which is totally foreign to their realm of experience.
- By choosing a topic to which they can relate, candidates are able to produce sincere and honest responses which are credited accordingly.
- Candidates should be taught to underline keywords in the topic so that they can remain focused on what is required. This will help to avoid a misinterpretation of the topic or too a narrow focus.
- Candidates should avoid responses that are simply over-the-top and completely unrealistic.

**LANGUAGE VS CONTENT MARK**

- If a candidate's response is off the topic or a misinterpretation of the topic, the content mark will fall into the 'Elementary' or 'Moderate' category, depending on the severity of the problem. In such a case, the language mark **cannot be more than ONE code higher than the content mark**.
- This rule does not work in reverse: a candidate can be awarded a 'Skilful' mark for content and a 'Moderate' or 'Elementary' mark for language.

**RUBRIC**

- When deciding on a category on the rubric, markers are not influenced by only one descriptor.
- The category in which **most** of the descriptors apply is selected.

## SECTION B: GENERAL

### FORMAT

- Markers first focus on the content.
- If there are major problems with format, the mark will be dropped slightly in the category decided on for content; or a mark will be awarded from the next category down. The drop in category depends on the severity of the format problem.
- What the candidate says is therefore more important than the format.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

**Plagiarism** was noted in an instance where a candidate had consulted a website and reproduced a **verbatim** essay and speech from the internet. **This is a serious offence with serious consequences for the learner!** The case was reported to the Irregularities' Officer. Proof of the plagiarism was also provided. Learners must be warned that they are not allowed to take electronic devices into the examination room.

There are far too many candidates who change handwriting when switching from Section A to Section B. This is an irregularity. Candidates must be warned that such practice could have serious consequences!