

## **EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE**

**Home of Examinations and Assessment, Zone 6, Zwelitsha, 5600**

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

## **2024 NSC CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>ENGLISH HOME LANGUAGE</b>		
<b>QUESTION PAPER</b>	<b>1</b>		
<b>DURATION OF QUESTION PAPER</b>	<b>2 HOURS</b>		
<b>PROVINCE</b>	<b>EASTERN CAPE</b>		
<b>NAME OF THE INTERNAL MODERATOR</b>	<b>ANUSUYA SOUNDARARAJAN</b>		
<b>NAME OF THE CHIEF MARKER</b>	<b>ALTHEA VAN DEN BERG</b>		
<b>DATES OF MARKING</b>	<b>26 NOVEMBER – 13 DECEMBER</b>		
<b>HEAD OF EXAMINATION:</b>	<b>MR E MABONA</b>		

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

The paper was favourably received as it was accessible, relevant and a very fair guideline of the level of the English Home language cohort. A passage that has a relevant message that can be clearly understood instils confidence and sets the tone for the rest of the paper. Learner performance in the question paper was in keeping with the trends of the past few years. Proficient English Home Language learners 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 a valid discussion the extent to which TEXT B illustrates the writer's view in paragraph 7 of TEXT A. Weaker candidates scored well in the entry level questions, Q1.1 – Q1.4. The higher order questions, Q1.6.2, Q1.8, Q1.9, Q1.12, Q1.13, Q3.5, Q4.3 provided a challenge as more of a **critical discussion** was required.

Weaker candidates who did not fare well with the higher order questions in Question 1 were at least able to attain 50% in Question 2 as quoting verbatim is not heavily penalised. A lack of vocabulary does not

negatively impact performance in the summary.

Questions 3 and 4, which tested understanding other aspects of the media, advertisement and cartoon, were well answered as the chosen texts resonated with candidates and they were able to consider the effectiveness of the visual image in both Texts D and E. A definite area that has to be addressed is the lack of understanding related to advertising techniques.

The language structures and conventions were fairly well answered in Questions 3 and 4. However, the higher order questions, Q3.2 and Q3.5 where a comment related to the promotion of the campaign was required, were not well answered. Generic responses to advertisements like, 'attracts the reader', 'grabs the reader's interest' are not sufficient.

Question 5 was well answered by candidates from centres where language teaching is thoroughly done and consolidated on a regular basis. A basic knowledge of synonyms, parts of speech, active and passive voice, redundancy and concord meant that was possible to score here.

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

### 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.

- 1.1 A straightforward entry-level question. The instruction was clear that a **definition** of the word 'GRATIFICATION' had to be provided.
- 1.2 A basic accessible question that was fairly well answered as the writer's opinion of the younger generation could be identified.
- 1.3 An answer based on the concept of dependence versus independence. Weaker Candidates lifted from paragraph 1 without showing any understanding.
- 1.4 A perfect example of an entry level question testing vocabulary. The loss of social skills was understood, however, the implication of '**whittled**' was not understood.
- 1.5 Learners could understand the stylistic aspect, however, lacked the vocabulary to explain the '**lack of effort**' for the second mark.
- 1.6.1 A multiple choice question that helped weaker learners with a limited vocabulary to identify the writer's attitude in paragraph 4.

- 1.6.2 A higher order question that required an **example** and explanation of **diction** that conveys the writer's attitude in paragraph 4. It was poorly answered as specific examples of diction were not quoted, instead large chunks of the paragraph were quoted verbatim.
- 1.7 The style aspect of the question was well answered but the **impact of technology** was not well articulated.
- 1.8 A higher order question that was poorly answered because the concept of **paradox** is not understood.
- 1.9 A higher order question that required an understanding of the younger generation's dependence on technology and how modern society plays an important role. Many responses dealt with the stylistic response i.e. the concluding paragraph sums up the writer's view. The main points of the last paragraph were not linked to the subheading.
- 1.10 An entry-level question on Text B where most scored 1 out of the 2 marks as they were able to understand that it is a list that makes life easier.
- 1.11 Well answered as many could see that the driver was deep in thought. There was definite confusion related to the driver and the passenger.
- 1.12 A question often left out or poorly answered as **satire** is not understood.
- 1.13 The referencing of both paragraph 7 of Text A and Text B is crucial to be awarded the full THREE marks. The critical discussion of how the writer's view is illustrated in paragraph 7 of Text A is higher order. The phrase '**Core values**' is not understood so weaker learners just lift blindly.

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

- Paraphrasing the text without understanding what the question requires.
- Inability to understand a question as the following concepts have not been mastered:
  - **DICTION**
  - **PARADOX**
  - **SATIRE**
- Inability to cope with the different demands of the different cognitive levels of questions.
  - LEVEL 1 : Provide a definition of the word *gratification* in the title. (1) [**LITERAL**]
  - LEVEL 2 : Explain the difference between the two generations, as expressed in paragraph 1. (2) [**REORGANISATION**]
  - LEVEL 3 : Discuss the point that the writer is making by, repeating, 'I have heard many a time ...' in paragraph 3. (2) [**INFERENCE**]

LEVEL 4 : To what extent does the concluding paragraph support the subheading, “The modern world has devalued genuineness in social settings.’? Motivate your response. (3)

**[EVALUATION]**

LEVEL 5 : With close reference to FRAME 4, comment on the satirical message conveyed in the cartoon. (3) **[APPRECIATION]**

**(b) 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/discuss the effectiveness’ features often in ENGLH 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.
- Incorporate **vocabulary lists** from the **prescribed texts: LIFE OF PI AND THE PICTURE OF DORIAN GRAY.**
- The emphasis on vocabulary extension must be a very important part of the GET PHASE teaching.
- Expose learners to examples of Text A and Text B where there is a link between the two texts. Highlight the extent to which Text B (**visual**) **illustrates** the writer’s view in paragraph 7 of Text A (**reading for meaning**).

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

- Q1.1 GRATIFICATION was confused with GRATITUDE.
- Vague answers must be avoided.

**For example:**

‘Parasite’ is a harsh word that emphasises the concern of the author and the level of the *issue* being discussed in paragraph 4.

The answer must explain what the *issue* is. **‘The writer uses “parasite” that has a negative connotation to convey his attitude towards current society’s dependence on technology at the expense of meaningful relationships.**

**Use the above example to illustrate an answer that would qualify for two/three marks.**

- Q1.7 To make the reader think more about the point the writer is trying to make.  
The **point** is VAGUE.
- Teaching metaphorical expressions/figurative language will cover the following :
  - **STYLE**
  - **SIMILE**
  - **PERSONIFICATION**
  - **PARADOX** (contradiction)
  - **OXYMORON**
  - **IRONY**
  - **SATIRE**
  - **SARCASM**
  - **HYPERBOLE**
  - **JUXTAPOSITION**
  - **RHETORICAL QUESTIONS**

#### QUESTION 2 (Summary)

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

The initial reaction to the summary question was that the following part of the instruction caused confusion, **TEXT C discusses why people choose happiness over contentment.**

Summarise, in your own words, **why contentment is preferable.** Despite this confusion, the fair performance is in keeping with past performance trends for weaker centres: below 40% in Q1, Q3, Q4 and Q5 and above 50% in Q2. It was very encouraging to note that stronger centres had marks that ranged from 70-100%.

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

- Incomplete sentence: half idea/point
- Lack of vocabulary
- Meaning lost when an attempt is made to put in own words
- Repetition of points
- Creative response/personal experience/opinions given
- Misinterpretation of the instruction: Summarise, in your own words, **why contentment is preferable.** The focus was on **contentment** and NOT **happiness.**
- Exceeding the word count

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

- 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 the salient points in the passage and work from there.
- Rough work must be done in ink and NOT in pencil. Any work in pencil is considered to be an IRREGULARITY.
- 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.**

- Refrain from writing both quotes and own words.
- Underline the relevant quotes on the question.
- Learners with a limited vocabulary must be encouraged to use the relevant quotes from the text.
- A reference to creating social **content** was made by weaker centres because of limited vocabulary. Statistics and examples were quoted as opposed to the actual point.

**QUESTION 3**

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

Performance ranged from poor to average/above average depending on the strength of the centre.

- 3.1 The encouragement or influencing aspect was omitted. Or no marks earned for quoting 'play their part'.
- 3.2 All three aspects were not covered in the answer, '...with reference to one TECHNIQUE and one EXAMPLE, COMMENT on how the advertiser promotes the campaign.
- 3.3 An easy way to earn a mark with a lucky guess.
- 3.4 Weaker candidates could not identify and insert a subject.
- 3.5 Poorly answered where the focus was on the text and not the visual.

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

- Inability to frame an answer that explains the **purpose** of the **slogan**.
- Generic/vague responses for Q3.1
  - To attract the target audience.
  - To have a catchy way to remember the advertisement by.
  - To convince the target market to participate in what the advertiser is advertising.
- Quoting blindly from the text.

- Q3.2 focusing on the visual and not the text.
- Q3.4 Inability to insert a subject or an imperative was inserted.
  - A team is what you can be part of.
- Q3.5 Focus on the text as opposed to the visual image.
  - Repetition of the same idea earns only one mark, 'There are many sports in Text D and only one sport in Text E.'

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

- Exposure to more advertisements from magazines/newspapers/past exam papers.
- An advertisement or poster should always grab the ATTENTION by using certain TECHNIQUES to promote a PRODUCT/SERVICE/**CAMPAIGN**. This may be done through colour, pictures, patterns, bold font, emotive language, repetition, imperative sentences, the use of pronouns, alliteration, capitalisation of key words.
- What is the **ADVERTISER'S INTENTION/PURPOSE FOR THE USE OF THE SLOGAN** and with reference to ONE **TECHNIQUE** and ONE **EXAMPLE, COMMENT ON HOW THE ADVERTISER PROMOTES THE CAMPAIGN.**  
*How to unpack this question?*
- The advertiser uses **emotive diction**,√ (**IDENTIFICATION OF TECHNIQUE**),E.G. 'driving force'/'global stage'/'strives'/'inspiration'/'Team' to appeal√ ( **ANY ONE EXAMPLE**) to appeal to the reader's sense of patriotism√(**COMMENT**).

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

- Teach learners how to identify the WRITTEN TEXT of an advertisement which includes
  - a headline (usually in a large bold font)
  - a slogan (saying associated with a particular brand – 'You can rely on Defy')
  - a logo (a symbol or other small design to identify a product)
- The font chosen for an advertisement also creates the mood of the advertisement :
  - Traditional fonts will help to create a calm mood
  - Modern fonts will create a bolder mood
- When colour is not used in an advertisement, the contrast between black and white often plays an important role in the written/visual text.
  - *#PlayYourPart (Italics)*
  - **INSPIRING**  
EXCELLENCE THROUGH SPORT
- The visual text can be the focus of the advertisement.

- In **TEXT D**, the dynamic portrayal of the figures in the graphic contributes to a sense of vibrancy and energy.
- In **TEXT E**, the human figures are more convincing/relatable/identifiable.
- Basic knowledge of **ADVERTISING TECHNIQUES** is lacking.
- Basic knowledge of sentence types and construction is lacking.

#### QUESTION 4

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

A very varied mix of results with stronger candidates' marks ranging from 6 – 9 and weaker candidates scoring from 1 – 5. As a test of visual literacy, the performance in Q4 (cartoon) was an improvement on Q3 (advertisement).

4.1.1 Was a good entry level question as Elizabeth's disappointment/dissatisfaction was clear to see.

4.1.2 Well answered as the lack of gratitude was well explained by Elizabeth's friend's **shock/astonishment**.

4.2 The articulation of the visual clue or the mother's attitude was a challenge for weaker candidates.

4.3 Identification of the humour in frames 9 and 10 a challenge. Describing what is happening in the two frames was what many weaker candidates opted for.

4.4 Inserting a word that does not fit in the context e.g. attained/acquired

4.5 Weaker candidates have no knowledge of the degrees of comparison.

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

- Inability to link a **RESPONSE** to **FEELINGS** when that is what is required of the question.
- For Q4.1.2 the question is rewritten as the answer.
- For Q4.2 no visual clue is mentioned. Vague references to body and facial expressions cannot earn marks.
- In Q4.3 the humour in frames 9 and 10 is vaguely identified and the critical discussion is omitted.
- In Q4.4 the incorrect tense/spelling is used, '**receive**'/'**receive**'.
- In Q4.5 weaker centres do not understand what '**comparative**' form means.

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

- Teach visual literacy: visual cues and attitude. In Q4.2, in frame 5, the mother places her **hand on her chest, leans forward** (body language) and is **expressing her romantic view of love**. (attitude)
- Absence of speech/silence indicates shock/astonishment
- When asked to refer to a frame, learners must be specific and set out the answer as follows:



- In FRAME 6, the mother is staring into the distance with her finger on her chin and clutching her chest reinforcing her painful longing for someone 'far away'.
- Take note of the mark allocation in the question as 2 marks are awarded ONLY if the VISUAL CUE and the ATTITUDE are discussed.

➤ Learners must be taught vocabulary related to question formats and how to interpret.

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

- Facial expression, body language and speech convey ATTITUDE – learners must be able to describe, explain and say what they imply and show.
- The use of 'good'/'positive', 'bad'/'negative' to describe attitude must be totally discouraged.
- Learners need to be able to recognise **humour** and to discuss in detail by focusing on literal and figurative language, facial expressions, hand gestures, background details, clothing, position of characters relative to one another and any other details, no matter how minor.
- Pay attention to style of language, omission of frame/words.
- Revise methods of showing HUMOUR and make sure that learners are able to explain:
  - SARCASM
  - IRONY
  - SATIRE
  - PUN
  - ANTI-CLIMAX

**QUESTION 5**

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

Stronger centres performed extremely well with a range of 8 – 10 in this question, indicating that sound grammar is still being taught. However, the incidence of 1 – 3 out of 10 was common, pointing to the fact that language skills is an area that is sorely neglected. Candidates who are clearly not ENGLHL struggled with time management and left Question 5 incomplete.

- 5.1 Easy introductory question, most candidates scored the mark.
- 5.2 A fair question answered correctly when the CONTEXT is carefully considered.
- 5.3 Inability to identify PRONOUN ERROR as there is no knowledge of parts of speech.
- 5.4 Active to passive voice is not mastered.
- 5.5 Identification of redundancy error was generally well answered.
- 5.6 A gift question if past exam papers were thoroughly revised.
- 5.7.1 Explaining the error as a homophone.
- 5.7.2 Generally well answered if '**practices**' is written in plural form.

5.8.1 **Concord** error well-answered by stronger centres.

5.8.2 Poorly answered where another punctuation mark; inserted.

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

5.1 Singular form of the synonym provided: benefit, gain, profit.

5.2 Decipher/plan popular as incorrect responses. Learners must be guided that the correct expression must fit in the context and be in standard English in the original sentence.

5.3 'Penny' identified as the pronoun error.

5.4 'are being expanded' common incorrect response.

5.5 'pretty'/'amazing' identified as redundancy error.

5.6 Confusing the function of the hyphen with a dash.

5.7.1 Malapropism very common incorrect answer.

5.7.2 Practises/protocols/procedures as the incorrect answers.

5.8.1 Weaker centres have no understanding of **concord error**.

5.8.2 And/But common incorrect answers.

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

TERMINOLOGY to be REVISED

- Synonyms/antonyms/homonyms/homophones
- Colloquialism/slang jargon
- Parts of speech
- Active and passive voice
- Redundancy/tautology
- Punctuation
- Comma splice error
- Concord error
- Malapropism
- Hyperbole
- Direct and indirect speech
- Adverbial/adjectival clauses
- Misrelated/dangling participle
- Split infinitive
- Ambiguity
- Prefixes/suffixes
- Spelling rules
- Literal/figurative language

- Sentence structure
- 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 joined by:

**F : FOR**

**A : AND**

**N : NOR**

**B : BUT**

**O : OR**

**Y : YET**

**S : SO**



**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 and the best time to start is in the GET PHASE.
- If textual editing is practised regularly, the learner can earn full marks in this section.
- Learners must read the questions carefully, analyse them and respond as instructed.  
‘Identify the error’ means **write it down** and ‘correct it’ means **write the correct answer**. Writing only the correction is not good enough.
- Guide learners to manage their time carefully so that they can finish Question 5.  
Alternatively, suggest that they answer Question 5 (but in its sequence) before tackling the timeconsuming questions.
- Spelling needs to improve.

Acquisition of vocabulary needs to be nurtured.