

EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

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2024 NSC CHIEF MARKER'S REPORT

SUBJECT	ENGLISH HOME LANGUAGE		
QUESTION PAPER			3
DURATION OF QUESTION PAPER	3 HOURS		
PROVINCE	EASTERN CAPE		
NAME OF THE INTERNAL MODERATOR	DIANE WEIDEMAN		
NAME OF THE CHIEF MARKER	RIALETTE SCHELTEMA		
DATES OF MARKING	27 NOVEMBER TO 12 DECEMBER 2024		
HEAD OF EXAMINATION:	MR E MABONA		

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

The question paper was fair and accessible. As a result, the performance was generally good. The average taken from the sample of 100 was 65.67%. This is the same, compared to last year.

The tendency was that learners performed better than usual in Section A: Essays. This is possibly due to:

1. This paper was written first, so candidates had more time to go through past papers and prepare and memorise essays. While this is not encouraged, it did appear that a number of very good essays were written while the Section B was not as well done.
2. It is probable that candidates are pre-learning pre-prepared AI-generated essays and fitting them into a topic that lends itself to that. Again, this is not encouraged as sometimes the essay has no real link to the topic, but it cannot be stopped and it does show a degree of commitment on the part of the candidate.

There is no way that a candidate can pre-prepare a transactional piece, so it was apparent that some candidates did not achieve equally well in Section B and Section A.

The questions in Section A were very fair and accessible offering enough scope for all candidates to attempt the questions and do relatively well.

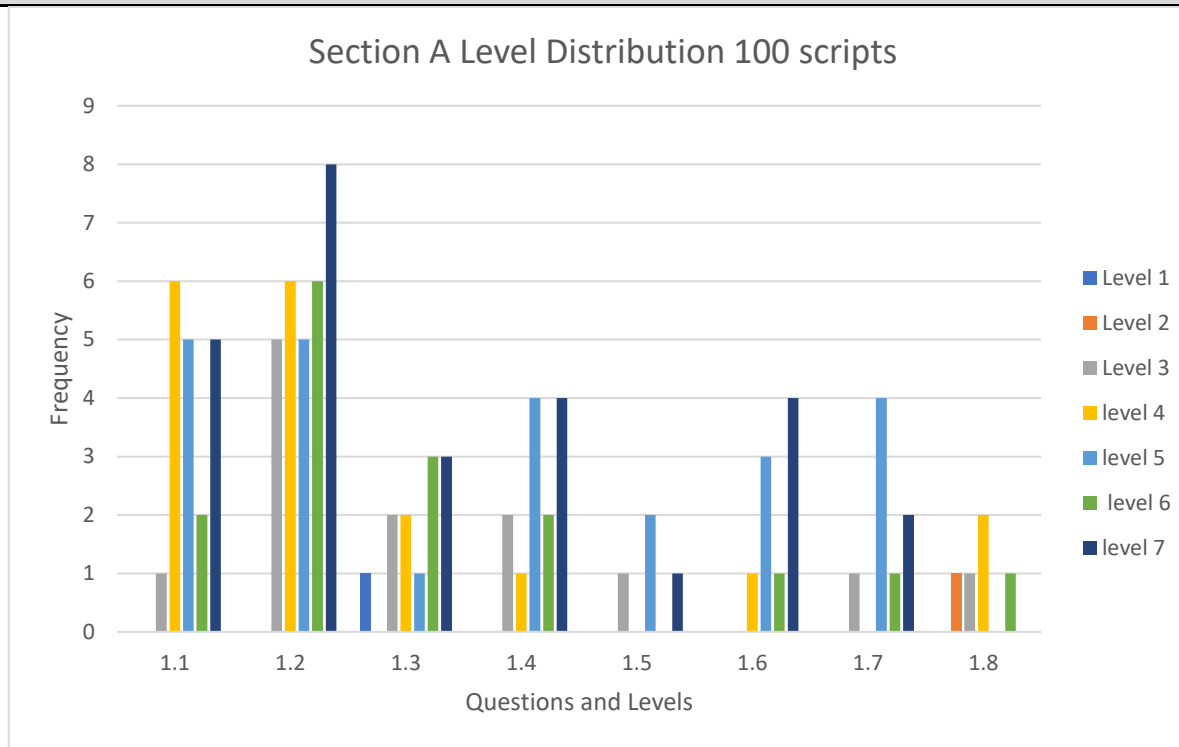
Section B had no questions that referred to situations that were not within the general framework of a

young adult and most candidates could respond meaningfully.

The statistics below have been taken from the random sample of 100 scripts.

In Section A, there were eight topics to choose from and the candidates had to attempt one. [50 marks]

SECTION 2: Comment on candidates' performance in individual questions
Question 1 (Section A: Essay)



Generally, the candidates responded relatively well to the topics provided. The average for this question was 65.6%. There were a number of exceptional responses and some candidates were awarded 100% for their essays. The weaker candidates tried to present more legible and less obscure essays, and were credited for what they presented. Basic grammar and sentence structure remain a huge problem.

QUESTION 1 (Section A: Essay) [50 Marks]

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

Question 1.1

A pen, a notebook and the sunrise

- Level 1 – 0
- Level 2 – 0
- Level 3 – 1
- Level 4 – 6
- Level 5 – 5
- Level 6 – 2
- Level 7 – 5

- Most candidates addressed the topic well. The weaker candidates could relate to the idea of everyday objects being used to their advantage.
- The lowest level achieved in the sample was level 3, while 5 out of the 19 in the sample achieved level 7.

Question 2.1

Artificial Intelligence (AI) is a threat

- Level 1 – 0
Level 2 – 0
Level 3 – 5
Level 4 – 6
Level 5 – 5
Level 6 – 6
Level 7 – 8
- This was a high scoring response as it appears to be a topic close to the hearts of many young adults.
- Of the 30 in the sample, 8 achieved a level 7 and the lowest achievement was a level 3.

Question 1.3

'When two elephants fight, it is the grass that suffers.' African Proverb

- Level 1 – 1
Level 2 – 0
Level 3 – 2
Level 4 – 2
Level 5 – 1
Level 6 – 3
Level 7 – 3
- The majority of responses were valid and mature.
- Of the 12 in the sample, 1 attained a level 1 and 3 achieved level 7.

Question 1.4

It wasn't a 'bang' – but with a quiet 'click', the door closed.

- Level 1 – 0
Level 2 – 0
Level 3 – 2
Level 4 – 1
Level 5 – 4
Level 6 – 2
Level 7 – 4
- The candidates who undertook to write about this topic were often creative in their responses and did well.
- Of the 13 in the sample, 4 achieved level 7 and the lowest level was level 3, attained by 2 candidates.

Question 1.5

'I see trees of green

Red roses too

I see them bloom

For me and you

And I think to myself

What a wonderful world.' *What a Wonderful World* by Louis Armstrong

- Level 1 – 0
Level 2 – 0
Level 3 – 1
Level 4 – 0
Level 5 – 2
Level 6 – 0
Level 7 – 1
- This topic was not a popular choice but those who attempted it were usually mature and sincere in their responses.
- Of the 4 who chose this question in the sample, the lowest was a level 3 and the highest a level 7.

Question 1.6

Visual – A person walking with a guitar

- Level 1 – 0
Level 2 – 0
Level 3 – 0
Level 4 – 1
Level 5 – 3
Level 6 – 1
Level 7 – 4
- Those who chose this question generally had good responses.
- Of the total of 9 in the sample, the lowest mark was a level 4 and the highest a level 7.

Question 1.7

Visual – A fallen tree

- Level 1 – 0
Level 2 – 0
Level 3 – 1
Level 4 – 0
Level 5 – 4
Level 6 – 1

Level 7 – 2

- Of the 8 which appeared in the sample, the lowest was a level 3 and the highest was a level 7.
- More candidates did well in their essays than poorly.

Question 1.8

Visual – A fist clenched around a person

- Level 1 – 0
- Level 2 – 1
- Level 3 – 1
- Level 4 – 2
- Level 5 – 0
- Level 6 – 1
- Level 7 – 0
- Some outstanding essays were received but far too few attempted this option.
- Of the 4 in this sample, the lowest mark was a level 2 and the highest a level 6.

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

- Section A requires an ESSAY – it is the instruction. Candidates cannot write poems instead.
- While the word limit given in the instructions is merely a guideline, long, rambling essays are not encouraged. Concise writing with a strong link to the topic is what markers are looking for.

INTRODUCTIONS

- Avoid beginning an essay with: In this essay I will be discussing... Rather make an opening statement that sets the premise and gets straight to the point. Candidates are not presenting a speech for Debating.

CONCLUSIONS

- Many responses do not end off well. A strong conclusion is as good as a strong opening.
- An anti-climactic ending can impact harshly on what had been a good piece of writing until that point.
- Avoid writing: I conclude, or, in conclusion. The last paragraph should obviously be the conclusion to the piece by its nature.
- Conclusions should not contain new information

GENERAL

- Candidates cannot change the title of the essay to suit the essay they would rather write. The essay still has to conform to the requirements of the topic given on the question paper.
- Do not use sub-headings in essays – not even in argumentative essays.
- Do not number the paragraphs.

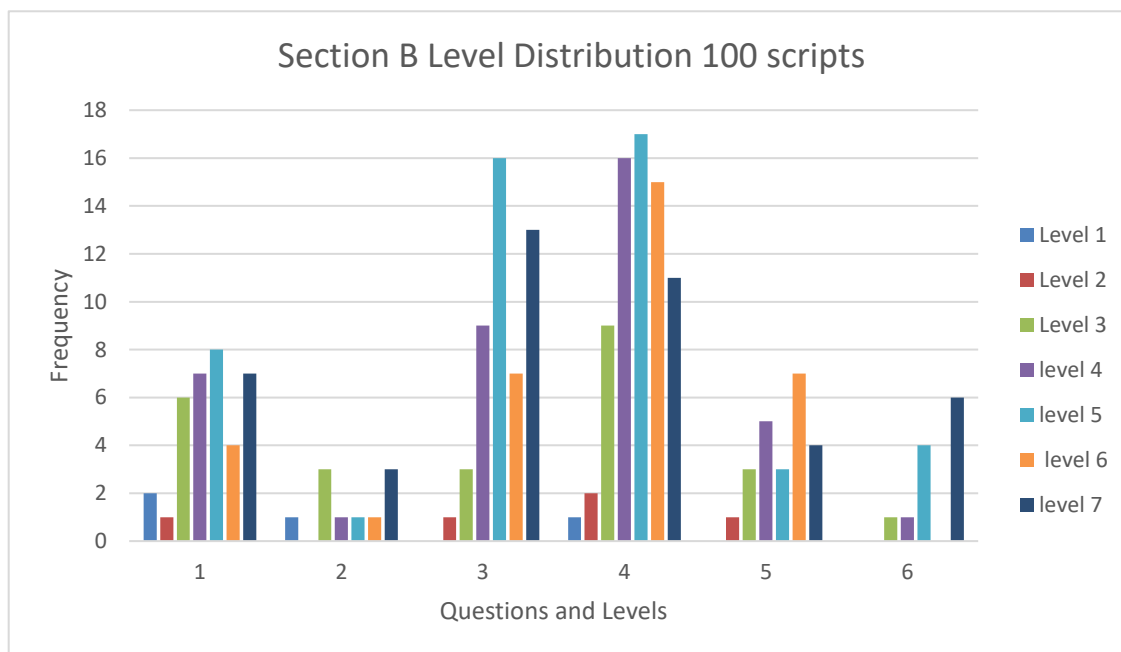
- Teachers should avoid teaching set expressions which then appear in every essay in the batch, and are not always correctly used in the context.
- Explicit sexual descriptions are to be avoided. Good writing will allude to this, not describe it in detail.
- Using a quotation that has no link to the quotation given in the question is not good style. Candidates should stick to the elements of the quotation which formed part of the question. For example: do not quote Ghandi when you are responding to the quotation question!
- Over-use of “and then” becomes tedious. It becomes a list of events instead of a flowing narrative.
- Never use foul language in this paper.

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

See the common errors which are listed at the end of Question 2.

In Section B, there were six options to choose from, and the candidates had to do two [25 marks x 2 = 50 marks].

Question 2 (Section B: Transactional Writing)



The candidates who had learned the format and purpose of the transactional pieces scored well. However, those who did not, could not achieve to their potential. The average for this question was 65.1%. There is scope for candidates to do better than this in this section as the pieces conform to a learned format.

Learners are not always taught how to do these.

QUESTION 2 (Summary)

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

2.1 Interview

- Level 1 – 2
Level 2 – 1
Level 3 – 6
Level 4 – 7
Level 5 – 8
Level 6 – 2
Level 7 – 4
- The interview was a go-to option which most candidates could do confidently.
- Those who fell in any way short did so because they failed to engage with the idea of the “youth’s role in combatting gender inequality”.
- Of a total of 35 in the sample, the lowest was a level 1 and the highest a level 7. The spread across the levels was an expected curve.

2.2 Book Review

- Level 1 – 1
Level 2 – 0
Level 3 – 3
Level 4 – 1
Level 5 – 1
Level 6 – 1
Level 7 – 3
- The book review was not a popular choice and it was not particularly well dealt with.
- The lowest mark in the sample total of 10 was in level 3 while there were a few good efforts and the highest mark was a level 7.

2.3 Letter to the Press

- Level 1 – 0
Level 2 – 1
Level 3 – 3
Level 4 – 9
Level 5 – 16
Level 6 – 7
Level 7 – 13
- The letter to the press is a favoured choice but it is highly technical and not every one is able to meet the requirements. Those who did, scored highly.
- Of a total of 49 in the sample, the lowest mark was in level 2 and the highest in level 7.

2.4 Informal Speech

- Level 1 – 1
Level 2 – 2
Level 3 – 9
Level 4 – 16
Level 5 – 17
Level 6 – 15
Level 7 – 11
- The informal speech was the most popular question. Most of the candidates were well *au fait* with the content (vaping) and the purpose and format of a speech, and did well.
- Of the total of 71 in the sample, the majority of the marks fell into Level 4 – Level 7. This was well attempted.

2.5 E-mail

- Level 1 – 0
Level 2 – 1
Level 3 – 3
Level 4 – 5
Level 5 – 3
Level 6 – 7
Level 7 – 4
- The e-mail served a double purpose as an e-mail and a letter of application. It was generally well done.
- Of the total of 23 in the sample, there was a spread from level 3 to level 6 with the highest mark being a level 7.

2.6 Magazine Article

- Level 1 – 0
Level 2 – 0
Level 3 – 1
Level 4 – 1
Level 5 – 4
Level 6 – 0

Level 7 – 6

- This was not a popular choice and it was not well dealt with. A magazine article is technically challenging.
- Of the total of 12 in the sample, there were a number of level 7s, but in general, this was not done well.

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

2.1 Interview

- Some candidates responded in essay or article form and not in dialogue form. This is a critical error.
- A number of candidates did not refer to the role of the youth in combatting gender inequality and kept the content to mainly a generic idea of reform for all. This did impact negatively on the content mark.
- There is a limit to the word count, (180-200 words) so it is not necessary to waste space and time on lengthy greetings before getting to the “meat” of the question.
- Some candidates did not read the question correctly and reversed the roles of the interviewer and interviewee.

2.2 Book Review

- The format and purpose of a book review was often ignored.
- Title of book and author are the bare minimum requirements and these were not supplied.

2.3 Letter to the Press

- Addressing UNESCO instead of the editor – creates a change of focus which is incorrect as then it is not a letter to the press.
- Format is still a problem – candidates do not show knowledge of the correct format for a formal letter.
- Candidates are still forgetting that the editor should not be addressed as the purpose of a letter to the press is to use the media as a platform from which to express and publish your views on an issue. Anytime a plea is made or a reference to “you”, this is seen as trying to get a response from the editor. This is not the purpose of a Letter to the Press.

2.4 Informal Speech

- A speech should open with a greeting and end on a conclusive note – usually a thank you.
- Although the speech is to be spoken, the normal rules of spelling and paragraphing must apply in the written piece.
- Inverted commas should not be used to parenthesise the speech.
- Some candidates wrote the speech as a formal letter, even ending with “Yours faithfully”. This changes the genre and so is marked as not having answered the question correctly.

2.5 E-mail

- Be aware of the purpose of the e-mail. This e-mail was used as a letter of application. However, details of a CV would have been an attachment, and should not have been included in the e-mail, unless a direct reference to that information was made in terms of what the employer was looking

for or the candidate's motivation for being accepted for the position. For example: "I was the captain of my hockey team, therefore, I have good leadership skills."

- The format was not always correctly applied. There should be: a "to" address, a "from" address and a subject line.
- Candidates' common errors were to treat the email as a formal letter; some even wrote it as a dialogue.

2.6 Magazine Article

- The format was very often incorrect and the purpose was not achieved.
- The format requires that a heading or headline be present or it is not a magazine article.
- The purpose of a magazine article is to inform and even entertain.
- The register may be less formal, and the use of first-person pronoun is expected as the writer's opinion is usually offered too.

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

- Transactional writing is purpose writing. The candidates must be taught WHY they are writing the piece – what are they trying to achieve?
- Formats form part of the Content section of the rubric. If the format is not taught correctly, it impacts on the content mark.
- Candidates must be reminded that TWO pieces are to be completed for Section B.

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

- Formats for Section B – Transactional Writing – must be taught thoroughly. Too many marks are lost because of poor formats. The format forms part of the content on the rubric and unfortunately, often good content is sacrificed because the format was faulty.
- Transactional writing is purpose writing. Long Section B pieces usually would not achieve the purpose. Candidates are encouraged to stick to the word limit as far as possible – 180 – 200 words
- Avoid writing: "I am writing this letter to you because...". Or "I am writing this email to apply for...".
Rather write: "I am applying for..." ✓
- Candidates should avoid choosing a topic they don't really understand.
- Remember that putting a personal situation or plea into a letter of application is not the done-thing. E.g.: "I really need this job because I need money" or "Without this job, I won't be able to study to achieve my dreams." This is tantamount to applying emotional blackmail.

COMMON ERRORS:

PUNCTUATION

- Candidates do not understand the importance of using capital letters and either do not use them or use them willy-nilly.
- Far too often punctuation is neglected and a piece of writing has no indication of pause, stop or emotion, nor paragraphing.
- Paragraphing is poor. For each new idea, there should be a new paragraph. A new paragraph is indicated by skipping a line after the last paragraph.

- The over-use of punctuation: ?! or !!!! or ? after a statement is not permitted in formal writing. Multiple use of punctuation is only acceptable in cartoons.
- Comma splices are used which results in long rambling sentences. This causes two problems – grammar and style. [*Comma splices are when a comma is used in the place of a conjunction or a full stop. This is not grammatical.*]
- Hyphenating words at the end of a page should only happen at the syllable break and not in any other place. The hyphen should appear at the end of the line and not at the beginning of the next line. There are some candidates who do not use hyphens at all and merely break the word without any indication.

SENTENCE CONSTRUCTION

- Sentence fragments are created by either not including a main clause and only having a subordinate phrase or clause, or by starting with conjunctions and not completing the thought e.g.: “When the dogs were released.” X This should be: “I was afraid when the dogs were released.” ✓ This error appears far too often and candidates lose marks for style and punctuation. A sentence MUST have a finite verb. [*Subject and tense*].
- Beginning a sentence with either “And” or “But” should be discouraged. This has become prevalent in popular literature, but it remains grammatically incorrect.
- Articles (a; an; the) should not be left off the beginning of a sentence. Remember: “THE majority of people.” ✓ (The article should not be omitted.)
- Tenses are neither consistent nor correctly used. This should be taught correctly. The advice is to keep it simple and to avoid past, past tense whenever possible. If you start in the past tense, continue in that tense.
- Auxiliary verbs should be used: “We going to town” is incorrect. It should be: “We are going to town.” ✓
- A sentence should have a subject unless it is a command. The new trend is to drop the first-person pronoun. “Am not going to do that.” X This is incorrect! It should be: “I am not going to do that.” ✓
- Long run-on sentences are to be avoided at all costs. The main thread of the sentence becomes lost and the structure inevitably becomes ungrammatical. A good rule of thumb is to use no more than two subordinate (or co-ordinating) clauses with the main clause.
- The use of comma splices remains a problem. Two clauses may not be joined by means of a comma. Use a conjunction, or begin a new sentence after a full stop.

REDUNDANCY

- Avoid repeating a concept as a synonym e.g.: “You take it lightly and for granted because you’re not serious or thinking hard with your brain.” X This is redundancy. It’s unnecessary padding in an essay and it does not read well. It should read: “You take it for granted because you’re not thinking.” ✓ [*You can only think with your brain.*]
- Further redundancy is stating the obvious: we as humans; we as people; (We are people; we are humans); personally, my personal opinion. Also: In life; in this world (where else would we be?) And: I thought to myself (your thoughts can only be to yourself.) He helped and assisted me. (Help and assist mean the same thing. Why say it twice?) This is very poor style.
- Using synonyms separated by obliques (/) is not advisable. E.g.: It was good/nice/fine. Avoid the use of “slashes” whenever possible.
- The use of clumsy expressions that are also clichéd like “Reason being” X should be more grammatically and economically be replaced with “because”. ✓

SPELLING

- Spelling in general, especially words from the question paper and also words in common use, should be correct. (See: alot vs a lot; everyday vs every day; apart vs a part; there vs their; lose vs loose; its vs it's; because vs cause; woman vs women; than vs then;)
- The lower case "i" should not be used for the first-person pronoun "I".

CONCORD

- Concord should be well taught in Grades 8 and 9 and revised regularly in Grades 10 and 11 as this is a huge problem.
- Basic concord errors should not be evident in Home Language at Grade 12 level.
- Pronoun consistency. If a sentence begins with the use of "one" then it should be consistently used as "one's" "oneself" etc. Likewise, the use of "you" should be followed by "your" and "yourself". "A person" is singular, therefore the objective case should be "he/she" NOT "they/them/their".

GENERAL GRAMMAR

- Case errors – my friend and me; me and my dog should not be evident at Grade 12 level. The use of 'myself' should only be used reflexively – that means, after the subject has been established. 'Myself and John went to school.' X Should be: 'John and I went to school and I hurt myself.' ✓
- The apostrophe should only be used for possession, omission and contraction. It should NOT be used for plurals.
- Avoid the use of the infinitive when the ordinary tense will suffice: "he made me to become" should rather be: "he made me become" or "I became". "It made me not able to walk." should be: "I was unable to walk." ✓
- The difference between countable and uncountable nouns should be taught. Fewer vs less; much vs many;
- The degrees of comparison should not have both most and the suffix 'est'. E.g. "The most ugliest dog" X, should be "The ugliest dog." ✓ This applies to more and the suffix 'er'. You may not say: "He is more quicker than his sister." X It should read: "He is quicker than his sister". ✓
- Wanna and gonna have no place in Home Language.
- Colloquial language such as: "kids"; "guys" and so on, should not be used.
- In formal writing, the norm is to write numbers out in full and only after 100 can it be written in digits. (one, two, twenty-one, but 102)
- Malapropisms – candidates should avoid using words that they do not understand as these are often used incorrectly. Sometimes words have the same root, but differ quite widely. These are still malapropisms. For example: humanity vs humankind; humanness vs humaneness;
- "Homework" is a singular word. There is no plural form. Therefore, it is not "homeworks".

PREPOSITIONS

- Prepositions are not being used correctly.
"Take responsibility of your health." Instead of "for".
"Our performance decreasing is as a result from vaping" Instead of "of".
The use of "on" as a go-to preposition continues to be a problem. (For example: "We think on the problem" X should be: "We think about the problem." ✓)

- “Whereby” is overused and most often it is used incorrectly. “Whereby” indicates a method: This is the recipe whereby I make muffins. Often ‘whereby’ is mistaken for ‘where’. Rather don’t use it at all.
- The use of: However; Furthermore; Moreover; Henceforth etc. is a good practice but must not be overused and must be used appropriately and correctly.
- Using “As” at the beginning of a sentence is often overdone. Also, it is usually incorrectly done. Therefore, avoid opening a sentence with “As” whenever possible.

GENERAL PROBLEMS

PLANNING

- Planning is essential to avoid tedious essays. Overly-long essays are often unplanned and filled with unnecessary details and a repetition of ideas.
- Always rule a line through planning and other rough drafts.
- Do not write over the pencil rough work in ink. This makes it difficult to read. Rather create two separate drafts.
- Editing (corrections) in the final draft should NOT be done in pencil.

GENERAL

- Editing done (corrections made) in the answer book does not need to be initialed as if it were a document correction. This is disconcerting to the markers.
- Number the answers on the neat copy as well as give it a title. The piece must be identifiable.
- Do not explain the wording in the topics of the essays. Respond to the topic.
- Neat writing allows the marker to mark without prejudice.
- The final draft should be entirely in pen. Markers will only mark pen.
- Practise being concise. Use one word in the place of many and get to the point. For example, “...the things do the work of humans...” X Rather say: “The robots do the work of humans.” ✓ This is less vague and more concise.
- As this is a creative writing paper, inserting languages other than English, for the purpose of creating authentic writing, is allowed, but a translation must be provided and it should be done very seldom.
- Remember that SECTION A and SECTION B carry equal weight. Each total 50 marks out of 100. Equal attention should be paid to both.