

EXAMINATIONS COUNCIL OF ESWATINI

EPC

ENGLISH LANGUAGE

EXAMINATION REPORT

YEAR 2019

ENGLISH LANGUAGE PAPER 111/01

General Comments

In 2019, the overall performance for the candidates was fair. Improvement was noted with most candidates whilst a decline was also observed in some. Those who did remarkably well showed that they comprehended and analysed the questions very well. This led to them producing great pieces of work. On the other hand, some completely ignored the given tasks and were blatantly irrelevant. The educators' continued commitment was seen and applauded.

PART ONE: Letter Writing

This was a compulsory section and was worth 16 marks: eight marks allocated for content, relevance and development whilst the other eight marks was for language, style and accuracy. It was a situational piece of writing and candidates had to use the guides or given points to answer this question. Candidates who tackled all aspects of the given task scored good marks whilst those who failed to do so lost marks.

This part proved to be a challenge to candidates who failed to analyse the question properly and those candidates who completely overlooked the given situation. Some could not fulfil the given task but only attempted a certain part, thus they lost marks.

Part One

You witnessed one of the learners taking one of your classmate's property without permission.

Write a letter and report to the Class teacher. Describe what you saw, who was involved and what you did.

Expectations

This was a formal letter to be addressed to the class teacher. Candidates had to report about the incident hence they had to describe what they witnessed, mention who was involved and explain what they did thereafter.

Some candidates did exceptionally well in attempting the task based on the given scenario and gave brilliant pieces of writing clearly indicating how one learner took a classmates' property without permission and what the candidate as a witness did. For example, 'I immediately confronted the perpetrator.' Most candidates were able to use relevant jargon like: 'victim, culprit, pickpocketing and top notch case.'

Generally, most candidates who were blatantly irrelevant ignored the stem of the question. Quite a handful performed below par due to failure to comprehend some key words in the

question namely: witness, property and involved. They mistook; witness to mean another individual, property as the classmate who was taken by force and the word involved for accident. For example: 'A Grade 7 learner took Sive and ran with her to the forest.' The candidates who ignored the given situation could not score good marks as they were out of the topic. Some candidates wrote irrelevant letters like: reporting classmates who were smoking, making noise, killing a snake, involved in car accidents' who were abused or fighting. Another noted challenge was candidates who mistook the word 'taking' from the instruction for talking. Some wrote letters to report themselves as the offenders and apologised to the Class teacher. In exceptional cases, the candidates wrote to the Headteacher to report the Class teacher for all kinds of crimes. There were those candidates who wrote compositions instead of letters.

PART TWO: Composition Writing

This part had three questions from three types of compositions namely: the narrative, the descriptive, and the discursive. Each piece of creative writing was worth twenty marks. For content, relevance and development, ten marks was allocated and language, style and accuracy was also worth ten marks.

Question One

You were punished for something you did not do. Tell a story of what happened.

This question was appealing to most candidates and they scored good marks. It was a narrative composition and candidates had to tell a story of how they got punished for something they had not done. All the components of a story had to lighten up their creative texts. Examples of such features include: the setting, the characters and the dramatic element. The innocence of the alleged perpetrator of this crime had to come out clearly. Candidates who got credit were those who had undergone undeserved punishment.

Most candidates who attempted this composition came up with superb pieces of writing. Good language expressions were evident like: 'I was framed,' and 'It was an unjustified accusation.' Some pieces were really breath-taking and captivated the reader's interest throughout. The candidates even gave dazzling conclusions like: 'I will never forget this day for my world came crashing down.' Extensive reading added value to the writings, yet again.

Contrary to this, a minority of the candidates wrote stories whereby they were punished and they were not innocent, the punishment was well deserved. For example: some wrote about being punished for not doing school work or home chores. Some candidate lost a lot of marks due to the density of grammatical errors which made their compositions difficult to read and

comprehend. Quite a few were blatantly irrelevant since they disregarded the instruction and wrote their own stories like attending birthday parties.

Question Two

Imagine there is a place you dream about that does not exist. Describe the place.

This was a descriptive type of writing which required descriptive words and the arousal of all the senses magnified solely to imprint a mental picture through imagination. Candidates had to describe an imaginary place which did not exist in reality.

Most candidates wrote beautiful compositions and scored excellent marks. This was due to the imaginative capacity and creativity displayed. In some cases, candidates took the reader through imaginative adventures. Exposure to television and extensive reading boosted the candidates' appealing imagination. Some imaginative expressions that were used included: 'rain drops as chocolates, sugar Candy Mountains and streets of gold.' This was a showcase of a rich and high level of imagination. Some candidates also gave good topics like: 'My fairy land and Candy land'. Captivating introductions were also written by candidates. One example was: 'Centopia is not just a dream place but a place where I can go to escape the harsh realities of the world we live in.'

A few missed the imaginary part and were unable to depict a picturesque place hence they gave mundane pieces of writing. Several candidates described places they once visited like: Hlane Game Reserve. This led to loss of marks. On the other hand, some wrote about scary dreams which had no description of a place like; an uncle who sent the candidate to the dipping tank. Lack of creativity and imagination had serious adverse effects on candidates' work.

Question Three

People spend too much time and money on fashion. What is your opinion?

This was a discursive type of composition and it was chosen by a few candidates. The question was done fairly well. Candidates were expected to give their opinions and show explicitly why such an opinion had value. Some candidates wrote brilliant pieces of work showing clearly how people spend too much time and money on fashion. Some of their expressions included: 'People spend a lot of time and money on Google searching for the latest trends on fashion.' Some candidates also gave opinions based on daily observations, statistics and documentaries. One example was: 'About 99% of the twenty first century use technology'... and 'In a documentary on a similar topic....' An excellent display of language and idioms was seen like: 'It was a case of monkey see, monkey do.'

However, some candidates failed to unpack the question. They ended up discussing the advantages and disadvantages of fashion hence could not score good marks. Some wrote about money and fashion and ignored the part of spending too much time. Quite a few candidates narrated about fashion and were completely irrelevant since those story lines included shopping in general like; 'Mom bought clothes for my brother and I'

PART THREE: PRACTICAL WRITING

Imagine you are a member of the Drug Awareness Club and you would like to talk about the dangers of drugs to the community members during an Awareness Day which you plan to have.

Draw a poster and advertise this event. Give the poster a title

Remember to include the following

- **Date, time and venue**
- **People who will speak on the day**
- **Entertainment**
- **Give two reasons why it is important to attend**

Expectations

Candidates were expected to neatly draw a poster with an enhanced border and diagrams to enhance the message on drug awareness. Candidates were also given clues to include in the content. There were marks allocated for the content and presentation.

This part was excellently done by a majority of the candidates. They drew amazing posters displaying a clear comprehension of the given task and content to be handled. Dangers and effects of drugs were shown and expressed clearly both in artwork and words. Most candidates gave good reasons for attendance like: 'It will encourage ex-addicts to get a fresh start in life and you will get help and get tested for any drug related diseases.'

However, there were those candidates who drew a postcard instead of a poster. Some created their own questions like writing rules of the road or invitation cards. Again, writing an appropriate title was challenging to some candidates and they wrote topics like: 'Drug Awareness Club' and in some cases, the topic was not there. Quite a few candidates showed lack of knowledge of the words 'entertainment,' and 'venue.' Alongside the word entertainment some wrote amounts of money like E80 whilst with the word venue, they wrote things like formal, entrance fee or even theme colours.

Language Usage

There were some noted errors in the use of language. Examples are given below.

- Use of nouns and pronouns simultaneously (e.g. Paul he)
- Spelling mistakes (talking instead of taking)
- Coining new words (e.g. contromise, reportment)
- Punctuation marks
- Use of contractions in formal writing
- Sentence fragments
- Translating siSwati idioms into English e.g. The cat sleeps on the stove, Very hot taking the fish out of the water)
- Overuse of connectives
- First language usage (e.g. Yelelele, Hawu! Wente inhloko lenkhulu ngatsi ubhaka sinkhwa)

Conclusion

Competency skills are still vital and can have an impact on the pieces of writing by candidates. Each text should display clearly knowledge of purpose required by the given task. Though improvement has been evident over the years, a decline has been noted especially on the candidates' ability to unpack questions fully and displaying competency in the language.

Therefore the following is recommended

- Candidates need to brainstorm and plan their writings
- Creativity and imagination should be encouraged
- Constant exposure to reading different texts and writing is important
- Grammar should be taught in context.

ENGLISH LANGUAGE PAPER 111/02

This paper was composed of three sections; Listening Comprehension, Reading Comprehension and the Dialogue. Its purpose was to test listening, reading and dialogue writing skills. Candidates were required to respond to a variety of forms such as fill in sentences, one word answers, phrases and short sentences. A majority of candidates showed a satisfactory performance. This paper was fair to all the candidates as the reading comprehension was about a bicycle which was something familiar. However, some candidates had challenges with Part 2: language usage And Part 3: Dialogue. It was also noted that most candidates struggled with spelling in all the parts of the paper. Most weaknesses were displayed in the following areas;

- Failure to comply with the rubric (set of instructions).
- Tendency of writing long, winding sentences that were directly lifted from the passage.
- Failure to respond accurately to higher order questions.
- Failure to write simple sentences.
- Wrong use of subject verb.
- Mixing tenses such as past with present tense, singular with plural, incorrect use of pronouns, prepositions and conjunctions.

Comments on specific questions

This section of the report gives an analysis of the performance and discussion of questions which were answered by the candidates.

Part 1: Listening Comprehension

In this section, candidates' performance was impressive. However, spelling was the greatest challenge or most candidates.

Questions 1, 2, 3, 6, 7 and 8 were well answered by most candidates.

Challenging questions were 4, 5, 9 and 10.

QUESTION 1

Give another name for noise pollution.

Expected response: Sound pollution

QUESTION 2

What are the two major causes of noise?

Most candidates ended up giving examples of transport as the answer instead of giving the key word 'transport' as the answer.

Expected response: machines and transport

QUESTION 3

What are the side effects of noise pollution? (Give two details)?

Most candidates did not perform very well in this. They wrote the following responses;

- Machines, train and cars. This showed that they confused answers for question 2 for question 3.

Expected Response: deafness, tiredness and emotional problems.

QUESTION 4

How will preventing noise pollution help your family?

This question proved to be difficult for the candidates as most of them were unable to give their answers using the comparative adjectives happier and healthier. Instead, they wrote happy and healthy which made the answer wrong.

Expected Response: They will feel happier and healthier.

QUESTION 5

Candidates were expected to fill in the correct words in the spaces provided in the sentence. Most candidates were able to fill in the first word correctly and had a great challenge with the second one which wanted them to give a comparative adjective thus most candidates were getting one mark here.

Expected Response: rest (easier).....quieter.....

QUESTION: 6

For this question the candidates were expected to fill in the blanks with the correct words. Most candidates did well in this question.

Expected Response: restore.....emotional....

QUESTION 7

Where can one sit if there is no natural quiet spot?

Most candidates gave correct responses but library was wrongly spelt.

Expected response: in a library.

QUESTION 8

How will large leafy trees benefit the community?

A handful of the candidates gave correct responses but were disadvantaged by writing wrong spelling of the word absorb. Most candidates wrote 'absorv'.

Expected Response: absorb noise

QUESTION 9

Where can one plant trees to prevent noise pollution? Give one detail.

Expected Response: along city streets/ between noisy highways

QUESTION 10

Do you think it is important to reduce noise pollution in your community? Give a reason for your answer.

Most candidates were able to respond well to the first part of the question but gave reasons that contradicted with it.

Expected Response: yes/no. any appropriate response

Yes...include ideas of deafness, tiredness and emotional balance.

No...include ideas of already been taken care of, some people enjoy noise, no noise in the community.

PART 2

READING COMPREHENSION

This section was fairly done by most candidates who seem to have well comprehended and enjoyed the passage.

QUESTION 1, 2, 3, 4, 7 and 9 were well answered by most candidates. Most challenging questions were 5, 6 and 8.

QUESTION: 1

Describe the first bicycle.

Most candidates were able to describe the first bicycle.

Expected response: Did not have a steering wheel or pedals

QUESTION: 2

Other than peddling, how did people ride the bicycle made in 1817?

Expected Response: glide walking

QUESTION: 3

What name was given to the bicycle made in the 1880s and why was it given this name?

Expected Response: Boneshaker because of the shaky ride it provided

QUESTION: 4

How the first bicycle different from the bicycles we have today?

Expected Response: It had a big wheel on the front.

QUESTION 5

Give one minor enhancement done to the bicycle in the 1880s.

Most candidates confused the minor enhancement with the major ones hence giving the major enhancement instead of the minor one.

Expected Response: Hard rubber wheels were filled with air.

QUESTION: 6

How was the mountain bike different from the racing bicycles?

Most candidates found it very difficult to compare the mountain bike and the racing bicycle. They ended giving characteristic features for one of the bicycles and not comparing the two.

Expected Response: The mountain bike had flat handle bars whilst the racing bicycle had lower handle bars.

The mountain bicycle had a durable frame whilst the racing bicycle had a lighter frame.

QUESTION: 7

Give two examples of workers who use bicycles and how does each worker use the bicycle?

A majority of the candidates performed well in this question.

Expected Response: Messenger - makes deliveries

Security guards - patrol in the area they are guarding

QUESTION 8

For question 8, circle the letter with the correct answer.

Most candidates struggled with vocabulary in this question thus getting wrong answers. Also, some did not follow the instruction to circle but they were putting a cross against the chosen option.

Expected Responses:

i) C

ii) B

iii) A

QUESTION: 9

What are the safety precautions to take when riding a bicycle? (Give four details)

This question was well done as most candidates were able to locate the answer in the passage.

Expected Responses:

- i) Always wear a bicycle helmet
- ii) The bicycle should be right size
- iv) Wear brightly coloured clothes
- v) Must have reflectors
- vi) Service the bicycle regularly
- vii) Know the rules of the road
- viii) Know hand signals

QUESTION 10: LANGUAGE USAGE

Rewrite the following sentences and underline the adverbs found in them.

This question proved to be difficult for most candidates and the difficulty was intensified by the fact that they were unable to follow the instructions. Instead of rewriting the sentences, some candidates just underlined adverbs in the given sentences which made them get it wrong. It was also evident that most candidates did not know adverbs.

Expected Responses

- i) The was quite difficult
- ii) My friends are drifting away
- iii) The ball has to be hidden somewhere
- iv) Her fear of flying was intense
- v) I saw the door opening slowly

Part 3: Dialogue

This exercise was required free style writing. Candidates were expected to make a dialogue which showed that they understood the context and the content of what they were talking about. Coherence and cohesiveness were very important when making this dialogue. They were also expected to display that they knew who their audience was which would later help them choose the right language for this dialogue. Most candidates were able to write fair dialogues with fair content but were let down by their language which sometimes made the meaning be doubtful.

Recommendations

The performance showed by the candidates demonstrated that there was need to coach and train candidates with the necessary skills in the following areas:

- guided intensive reading in the classroom and reading beyond textbooks
- question answering techniques. Emphasis should be on precision when answering question rather than the long winding sentences which end up distorting the whole meaning of the sentence.
- question analysis especially recognizing key words in a question which will guide them in presenting relevant responses.
- grammar components such as punctuation, tenses and parts of speech.
- avoid using slang language in formal writing
- reading and following instructions