

EXAMINATIONS COUNCIL OF ESWATINI

EPC

EXAMINATION REPORT

FOR

ENGLISH LANGUAGE {111}

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ENGLISH LANGUAGE – 111/01

General Comments

This paper consists of three sections: A, B and C. Candidates answer all questions. Section A has a compulsory letter and Section B has three compositions where candidates make a choice. Section C is practical writing.

In 2021, the overall performance was average. A huge improvement was noted with some candidates attaining a hundred percent mark. Impressive performances were due to full comprehension and proper analysis of questions. However, a downswing was also observed in some. Mediocre performances on the one hand were due to blatantly irrelevant responses and a total disregard of the given questions. A dwindling language proficiency was noted since a number of candidates failed to express themselves clearly. The educators' strive and commitment was conspicuous and hailed.

PART 1: LETTER WRITING

This was a compulsory question worth sixteen marks which were distributed according to language and content: eight marks for each section. Candidates who unpacked the question and found key words scored good marks whilst those who were unable lost a lot of marks.

The task in this section proved challenging to analyse and unpack. Some candidates only attempted part of the given scenario hence scored fewer marks. Other candidates completely missed the instruction and the end product was blatantly irrelevant.

Part 1

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 based on a given situation which had to be written to the Class teacher. The candidates' task was to report about the incident. Therefore, they had to describe what they saw, mention who was involved and pronounce the action taken as witnesses. Some candidates did exceptionally well in giving the required information and it led to them attaining full marks. However, quite a number of the candidates did not quite fulfil the task. It was either one part was tackled or there was a complete miss of the right audience and purpose. Hence, some wrote letters to their friends whilst some wrote as either the perpetrators or victims. Most complex issues discussed included fear of taking action or victimisation and thus the candidates did not want to reveal the perpetrators' identities.

On the other hand, there were a few cases where candidates misinterpreted the word 'property' for private parts and thus wrote about sexual abuse. Direct translations of Siswati sentences and self-coined idioms were seen like: 'to dish myself.' Some candidates were reporting different issues outside of the given scenario like: absence, gossiping, and misbehaviour from peers. Such candidates netted minimal marks. Even in 2021, some candidates wrote composition instead of letters and some did not attempt the letter completely.

PART 2: COMPOSITION WRITING

Three types of compositions were part of this section namely: the discursive, informative/expository and the narrative. Candidates had to make one choice. Each creative piece was worth twenty marks with one half set apart for content, relevance and development and the other half was allocated for language, style and accuracy.

Question 1

Is gossiping wrong or are there times when it is okay?

This was a discursive type of writing chosen by most learners. This question was not fairly done. Candidates were expected to bring both sides of the coin. They had to discuss when they think gossiping is good or when it is bad. A few candidates did exceptionally well by giving clear and convincing points on their general outlook for the good and bad outcomes brought by gossiping. Their discussions included points like: 'gossiping comes naturally and becomes a habit', 'brings conflicts amongst families and friends', 'fatality to one's ego', to name a few. Some candidates brought one sided discussions. These were the candidates who took a stand and argued from that stance. Also, quite a number of candidates wrote a story related to gossip instead of a discursive. A few wrote a fully-blown stories with all narrative elements and ignored the required type of text.

Of note, the style of writing can be commended as some candidates attempted to define the word gossip in their introductions. There were cases, however, of direct translations like, 'some people beat you up till you know yourself.' Such led to irrelevant discussions and a loss of marks.

Question 2

Think of something you are good at and write a composition about how you would teach somebody else to do the same thing.

This was an informative/expository or recount type of writing which should be based on facts. A few candidates attempted this question and it was not fairly done. Candidates were expected to identify what they were good at and explain how they would teach someone else.

Quite a few candidates gave interesting, informative pieces of writing. These candidates explained the steps of their best skills clearly. For example: a few candidates explicitly explained the art of drawing and used the appropriate jargon for art. However, most candidates missed the mark and their pieces of writing recounted skills on moral values like respect whilst others talked about dating and intimacy. Candidates went overboard to explain gory scenes and indeed this was disheartening. In a few cases, some candidates gave different things they were good at in each paragraph. This led to a loss of marks.

Question 3

Write a story about a time when you mistakenly judged someone because of his/her appearance. What did you learn?

Candidates were expected to narrate a story on how they mistakenly judged someone because of appearance. A full story with all its elements had to come alive: setting, the characters, and the dramatic element, to name a few. Also, a lesson from the encounter had to be crafted.

Most candidates attempted this question and it was done exceptionally well whilst some gave a bittersweet account of events. The candidate who did well told interesting stories using expressions like: great introductions, 'Amid the summer of 2019' and 'looks can be deceiving,' to name a few. Powerful idioms were the order of the day e.g.: 'the sun was playing hide and seek with the clouds,' Such pieces drove the readers to their feet with excitement; quite impressive writing.

Of note, some candidates performed badly by changing the narrative story to an argumentative piece, taking a stand and supporting sentences on why it is good or bad to judge someone by appearance. A number of candidates on the other hand, could not bring out the concept of judging by mistake and also, some judged the person by actions whilst some described the person's appearance only. Direct translations from the mother tongue were hugely dominant like: 'wanted to *khip* blood'. There were also instances where candidates wrote irrelevant stories like 'a judge who took someone to prison for stealing appearance'. This resulted in a loss of marks.

PART 3: PRACTICAL WRITING

Imagine you are a member of the Drugs 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 this 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 draw a poster. The requirement was to show an enhanced border, relevant content as per the given clues, a good title and relevant drawings to enhance the message.

This section was excellently done by most candidates. Above board posters were creatively crafted, showing clear comprehension of content and ease of style in their artwork. Candidates proved they had a vast knowledge about drugs in general; using the write vocabulary for drug types, effects, and brought up good reasons to attend like 'assistance to recovering drug addicts'.

On the other hand, some candidates wrote out of the question content like: classroom rules or things to take when visiting a desert. Creating good titles or writing one proved to be a challenge since candidates ignored writing one yet it was a must according to the given task. A few candidates misinterpreted the words venue or entertainment for entrance fee or theme colours.

Language Usage

Below is a list of common errors noted.

- Punctuation marks
- Poor sentence and paragraph construction
- Absent paragraphs
- Sentence fragments
- Wrong use of connectives or none used
- Spelling mistakes, e.g., *bhyuthifulli*
- Tenses
- Improper use of dependent phrases
- First language usage: *hhawu* , Hhahahaha
Time: *ngensimbi yelishumi ekuseni* , *Indlovana*

Conclusion

Competency skills still need extra attention for great pieces of work to be produced by candidates. Creativity should be in line with the type of text and given scenario showing a clear purpose, register and audience. An evident decline was noted due to the lack of the unpacking and analysis skill among candidates.

Therefore, the following is recommended.

- Candidates need to constantly practice reading and writing extensively
- Creativity and originality should be emphasized
- hence the skill of crafting a good topic needs to be taught
- Constant exposure to different texts is important
- Grammar to be taught in context
- Candidates need to be encouraged to read the given scenario carefully and respond to it to avoid irrelevance
- Candidates need to pick subjects/topics they relate to.

ENGLISH LANGUAGE – 111/02

General Comments 111/02

This paper was fair to all the candidates as it was about weather conditions (Hurricanes and Tornadoes) in part 1, magnificent divers (birds) in part 2 which is something familiar to all pupils and a dialogue in part 3 where candidates were expected to express themselves. A large number of candidates displayed confidence in expressing themselves. This paper was composed of three sections; Part 1: Listening Comprehension, Part 2: Reading Comprehension and Part 3: Dialogue. Its purpose was to test listening skills, reading skills and dialogue writing skills. Candidates were required to respond to a variety of questions which were literal, inferential, and evaluative. It also had multiple choice questions, fill in sentences, questions that needed one word answers, phrases and short sentences. A greater part of candidates showed a satisfactory performance. A notable number of candidates had challenges with all 3 parts of the paper. Most candidates struggled with grammar and spelling in almost all the parts of the paper. This caused them to lose more marks. A large number of candidates failed to comply with the set of instructions given thus losing marks. Some had a tendency of writing long, winding sentences which later distorted the sense of the sentence. At times, candidates failed to respond accurately to questions asked.

Comments on specific questions

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

PART 1: LISTENING COMPREHENSION

In this section, candidates performed well. However, a handful of them did not do well.

Questions 2, 7, 8, 9 and 10 were a challenge to most candidates whereas questions 1, 3, 4, 5 and 6 proved to be easier.

QUESTION 1

Mention one disturbance marked by hurricanes and tornadoes in the atmosphere.

Expected response: wind/rain/snow and hail.

Most candidates got this one correct since there were many options to choose from.

QUESTION 2

Give two things that make hurricanes and tornadoes different from other storms.

Expected response: speed/ size/ location/ strength. (2 options)

Most candidates confused answers for question 1 for question 2 thus getting it wrong. They were giving wind and rain as the answer instead of speed/size/location/ strength.

QUESTION 3

How long does it take a tornado to pass over a town?

Expected Response: Several minutes.

Most candidates performed well in this question. However, there are those who wrote seven minutes instead of several minutes.

QUESTION 4

Which one between a tornado and a hurricane is much larger and happens slowly?

Expected Response: Hurricane.

This question proved to be easy for the candidates as most of them were able to give an exact answer which was hurricane.

QUESTION 5

Hurricanes require special conditions like.....andfor them to form.

Expected Response:plenty of heat.....moisture.....

Candidates were expected to fill in the correct words in the spaces provided in the sentence. Most candidates were able to fill in the words correctly but spelling was their greatest weakness. Also, a few candidates decided to use synonyms of the words expected or even writing moisture in the place of plenty of heat vice-versa.

QUESTION 6

How many times is a hurricane larger than an average tornado?

Expected Response: 2000 times

Most candidates gave correct responses but those who failed were writing 200 instead of 2000.

QUESTION 7

What kind of damage can hurricanes cause? Give three details.

Expected response: can uproot trees, destroy buildings, cause severe soil erosion

Most candidates gave wrong responses as they were using their general knowledge on the kinds of damage caused by hurricanes instead of giving information as read in the passage.

QUESTION 8

Where in the United States of America are tornadoes most common?

Expected Response: the central plains

Most candidates got this one incorrect. They had a difficulty of writing the correct spelling of the required answer which was central plains. Some wrote central places and some wrote 'sentral planes'.

QUESTION 9

Which ocean does not experience hurricanes?

Expected Response: The South Atlantic Ocean

Most candidates performed poorly in this question. This was because they left out South which made the answer incomplete.

QUESTION 10

Do you think it is possible to prevent tornadoes and hurricanes from happening? Give a reason for your answer.

Expected Response: No because they are natural disasters and happen naturally. Human beings have no control over natural disasters

Most candidates were able to respond well in the first part of the question (the stand) but were unable to give good reasons to support their stand. Some candidates would take the stand but give a contradicting reason supporting their stand.

PART 2: READING COMPREHENSION

This section was done well by most candidates who had comprehension of the passage. However, some displayed lack of comprehension which was fundamental in this section.

QUESTION 1, 3, 4, 5, 9, 11 and 12 were well answered by most candidates. Most challenging questions were 2, 6, 7, 8, 10 and 13.

QUESTION: 1

What is the other name of an Osprey?

Expected response: fish hawk/fish eagle

Most learners were able to give the other name of an osprey but those who failed this question didn't give a complete answer. They were giving eagle instead of fish eagle or hawk instead of fish hawk.

QUESTION: 2

Why are Ospreys equipped with long sharp claws?

Expected Response: for catching a meal swimming in the water below

Most candidates performed well here except for those who wrote 'holding' instead of 'catching' as the answer.

QUESTION: 3

Which feature makes it easier to identify an osprey in flight?

Expected Response: Distinctive feathers

A handful of candidates got this question wrong because they were giving 'feathers' as the answer and leaving out 'distinctive' which was key.

QUESTION: 4

Mention one other bird that is associated with ospreys.

Expected Response: Eagle/vulture/ hawk

Most candidates attempted this question very well.

QUESTION 5

What is the average life span of an osprey in the wild?

Expected Response: 18 years

Some candidates failed to give the correct units which was years and used kg hence losing the mark.

QUESTION: 6

What helps ospreys hold on to their catch tightly?

Expected Response: Each of the feet has a unique reversible front toe.

Candidates who didn't perform well here failed to give the reason or feature that helps ospreys hold on tightly to their catch. Some candidates only wrote front toe instead of 'each foot has a unique reversible front toe'.

QUESTION:7

What does an osprey do once it has spotted its prey?

Expected Response: It folds its wings to its sides and begin a steep dive plunging nearly straight down at blazing speeds.

A majority of the candidates didn't give a complete answer but gave part of it which resulted to loss of a mark.

QUESTION 8

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

Expected Responses:

- (i) **A**
- (ii) **C**
- (iii) **B**
- (iv) **D**

Most candidates struggled with terminology in this question thus getting incorrect answers. Also, some didn't follow the instruction to circle but were putting a cross against the chosen preference, worse using pencil.

QUESTION: 9

The name "the osprey garden" in paragraph 4 gives you the impression of?

Expected Responses: D

Vocabulary proved to be a hindrance to most candidates.

QUESTION: 10

Which sentence from paragraph five suggests that other birds also breed on high grounds?

Expected Response: Like other birds, ospreys like to build their nests in high locations.

Most candidates got the answer correct. However, those who performed poorly left out the key phrase 'Like other birds'.

QUESTION: 11

To reduce the risk of power failure, what have other cities done?

Expected Response: Built nesting platforms

A majority of candidates were able to identify the answer. However, a handful gave answers with the omission of 'nesting' which made the answer wrong as this was a key word.

QUESTION: 12

What do the baby ospreys do two months after birth? Give two details.

Expected Response: Take their first flight/ imitate their parents/ head out for a tasty meal

A majority of the candidates performed very well in this question.

QUESTION: 13

Do you think it would be a good idea to have ospreys in your community? Why?

Examples of worthy responses would be:

No, because they will finish all the fish in the rivers and we would then not be able to get proteins from the fish.

Yes, because there is a big river in my community where the ospreys can live and hunt for fish.

This question proved to be a challenge to most candidates as they would take a stand but fail to support it fully with valid reasons. Some candidates would give reasons that contradicted with their stand. Some candidates performed well as they understood what the question wanted from them.

LANGUAGE USAGE

Rewrite the following sentences, changing the nouns in brackets into pronouns.

The expected responses were as follows:

- (i) **His/her office is spacious.**
- (ii) **I saw them through the window.**
- (iii) **This is their cake.**
- (iv) **Let us go.**
- (v) **The cat licked its tail.**

This question was well done by a majority of candidates who showed an understanding of nouns and pronouns. However, some candidates did not perform well in this question because they lacked the proper knowledge on nouns and pronouns and they were also using apostrophes to show possession which made their answers wrong.

PART 3: DIALOGUE

This dialogue was free style. Candidates were expected to give their understanding of Osprey birds in whatever way. Candidates were expected to write a dialogue which showed that they indeed understood the context and the content of what they were talking about. Coherence and cohesiveness were very important when writing this dialogue. Candidates were 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 continually made the meaning to be doubtful. A handful picked sentences from the passage but were unable to craft a conversation out of them. As a result they could not score good marks.

Recommendations

The performance showed by the learners confirmed that educators need to prepare and train learners with the necessary skills in the following areas:

- Teachers are asked to teach pupils listening skills so that they can be able to listen with purpose in the listening comprehension part. The responses given show that learners are not taught how to listen. Teachers are asked to teach listening and not assume it is easy.
- Teachers are requested to teach reading comprehension using different reading strategies and skills [very important]. This can extremely help pupils understand what and why they are reading. Lack of reading skills and strategies on the part of the candidates made it very difficult for them to comprehend the reading passage. More so, learners should be taught the different types of questions and how to answer them. This will help them be able to identify an answer from the passage relevant to the question asked.
- In addition, teachers are urged to teach grammar as this plays a major role in the development of the pupils' English language.
- Teachers should teach dialogue properly so that the candidates can benefit. Candidates should be equipped so they are able to differentiate between the free-style and the guided dialogue and master the rules for writing a proper and a good dialogue. Teachers should emphasise on cohesion and coherence which will show that the people are having a conversation.
- Train the learners so that that they are able to recognize key words in a question which will guide them in presenting relevant responses. Teachers should also teach English language in English and also encourage the learners to communicate in English. Hold debates frequently, encourage pupils to dramatize stories they have read and encourage them to read story books and any reading material in English.
- It is also important to teach phonics so that the learners can appropriately capture spelt or spoken words especially during listening comprehension.
- Also, avoid using slang language when teaching because children always want to emulate their teachers.
- Lastly, teach pupils to read and listen to instructions.