EXAMINATIONS COUNCIL OF ESWATINI

EPC

EXAMINATION REPORT

FOR

ENGLISH LANGUAGE (111)

YEAR

2022

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Paper 111/01

General Comments

The overall performance for candidates was satisfactory. From the three sections which make up the paper; the first being the compulsory situational letter; part two with three compositions from which the candidates select one and the final part being practical writing.

In 2022, the overall performance was relatively satisfactory. An improvement was observed in some aspects whilst some major setbacks in some could not be ignored. The improvement could be attributed to full comprehension and proper analysis of questions yet the downswing could be hugely linked to lack of reading and writing skills. Blatantly irrelevant responses and total disregard of what the question entailed contributed to candidates getting low grades. Also, lack of proper language proficiency also produced ambiguous and hard to understand pieces of writing. Educators, dedication and commitment was observed and applauded.

PART ONE: LETTER WRITING

This was a compulsory question worth sixteen marks: eight marks for content and the other eight for language.

Good grades were obtained by candidates who were able to read and unpack the given scenario and attempted the task fully whilst the not so satisfactory marks were obtained by candidates who attempted part of the question. Candidates who performed below average were those who completely ignored the given task hence provided blatantly irrelevant pieces of work.

Part 1

Your best friend has been living in another country for the past two years and you recently got a letter from him/her asking you how you have been.

Write a letter to your friend and tell him/her how you have been doing since he/she left. Mention your interest of visiting that country, state when and why you wish to visit.

Expectations

This was an informal/friendly letter to be addressed to a friend. Candidates also had to mention how they had been and further mention their intention to visit the friend, stating when, and the purpose of the visit. This would mean the candidates had fully complied with the question.

A majority of the candidates did exceptionally well in giving the required information and acquired hefty marks. An awesome display of creativity and excellent language proficiency gave beautiful pieces which astonished the reader and credit was given where it was due. Candidates took their writing skills to the next level by exploring places like: Paris and Japan to name a few. The expressions they gave provoked the reader's imagination like: 'The visit would allow us to mix curries and chillies which explode like a volcano of flavours.' The candidates also gave examples like: 'Your country has diverse cultures and futuristic cities but most importantly its anime!' These were interesting pieces of art.

On the other hand, some candidates attempted one part of the question thus scoring average marks. For example, some would only say how they have been doing since the friend left and ignored the other parts

of the question completely. Also, some candidates did not fully show comprehension of the task because some either talked about a place they had visited, or they wanted the friend to come and visit their country. Some described a country of interest to them with no connection to the friend. This led to them obtaining very low marks. One challenge which has become a growing trend is writing a composition instead of a letter or vice versa. This is also coupled with unattempted parts of the questions.

PART TWO: COMPOSITION WRITING

This section had three questions from three types of compositions namely: the narrative, descriptive, and the discursive. Candidates had to attempt only one and each piece of continuous creative writing was worth twenty marks: ten marks for content, relevance and development whilst the other ten was for language, style and accuracy.

Question 1

Write a story based on the following words:
"Winning that competition was the biggest achievement of my life. It was the biggest award I had ever received and I stood with my family so tall and proud taking pictures."

Candidates were expected to narrate a story and show all its elements. The right tense was also vital. The expectation was that candidates had to narrate a competition achievement and create an impressive award ceremony with family support.

A majority of the candidates who chose this question wrote creative masterpieces with an exceptional display of imagination, creativity and language style. All the elements were brought out, captivating the reader's attention with phrases like: 'the day was rather cold but did not disrupt my dopamine filled brain.' Wise sayings were the order of the day. Worth noting, was the improvement in creating excellent topics that brought suspense and anticipation mixed with excitement. For example, there were topics like 'The Adrenalin Rush.' What a display of creativity!

However, some candidates missed the important aspect of the instruction and ended up with unsatisfactory pieces of writing. For instance, some could not mention the type of competition and could not say what was won. Other candidates were spectators in their writing because someone else had won the competition. In some cases, candidates did not tell the story but described the gift and this led to a loss of marks. In very few cases, candidates described what they would do if they won a lot of money. Again, this showed lack of comprehension of the given task.

Question 2

Describe the biggest surprise you have ever had and how it helped you.

This was a descriptive type of continuous writing. The expectation was that candidates had to describe one biggest surprise they had ever had and how it helped them. The candidate had to use descriptive words or vocabulary which depict description and provoke the reader's senses in the process.

Candidates who performed exceptionally well in this section wrote beautiful pieces and scored high marks since they were able to give both parts of the task. Language and style was exceptional with phrases like: "I froze completely." Some examples of benefits from the surprise were also impressive; from laptops

which could help them research online to cellphones, hence the aspect of technology and has been fully merged in teaching and learning in schools.

In some instances however, candidates could not score super grades. They wrote a fully-fledged story and completely ignored the description part. The description was not distinct. Quite a number of candidates only attempted part of the question. It was either a good description of the surprise or how it benefited the candidate. There were also cases where the surprise part could not come out clearly and also cases where there were awkward surprises like 'death.'

Question 3

Learning through the media (radio, television and online) is better than learning in the classroom. Discuss.

This was a discursive type of composition and was fairly done. The expectation was that candidates had to bring both sides of the coin in their discussion which are: learning in class and learning through the media whilst bringing both positives and negatives respectively.

A number of candidates displayed wide exposure to the different forms of learning. Their discussions included points like: flexibility, review of lessons and time management for learning through the media forms versus points like: social interaction, peer learning and greater clarity from face to face classroom learning. Consequently, these candidates got higher marks.

However, some candidates discussed one part of the question of the question ignoring the other part. In some instances, candidates discussed the different types of gadgets and their advantages like: cellphones, laptops and so on. This compromised their final mark. There were also cases where candidates talked about social media in general and could not relate that to learning or chose to discuss one form of media (e.g. radio) and ignored all the other forms. Very few candidates told a story related to both concepts hence marks were lost.

PART THREE: PRACTICAL WRITING

Your school is full of litter (paper, broken bottles, plastics, metal, used face masks, etc.)

Draw a poster and warn the learners about the effects/dangers of littering. Suggest better ways of disposing of and managing the litter.

Expectations

Candidates were expected to draw a poster neatly showing an enhanced border and relevant artwork or diagrams to enhance the content on the dangers of littering and proper ways of disposing of litter. Creating a catchy title for the poster was also vital.

This part was well done by a majority of candidates especially those who drew amazing posters and created great topics. Most candidates gave impressive points on the effects of litter as well as in the management of such. Good examples included: pollution, spread of germs and breeding ground for mosquitoes, whilst for management candidates mentioned: reuse, recycle, reduce and also buying environmentally friendly objects. Such candidates scooped higher marks.

Of note, some candidates displayed one part of the question which was either the effects only or the management part only, hence they lost marks. Quite a number of candidates wrote the general do's and don'ts of littering and not the dangers.

Again, some candidates still confuse a poster and a postcard and this resulted in some drawing a postcard and missed the point. Educators need to familiarise candidates with all forms of practical writing. Though some were able to enhance the border, they totally ignored the instruction and wrote memos, adverts and invitations. This also calls for educators to teach candidates to unpack questions. Finally, very few cases were noted where candidates did not attempt this part probably because of poor time management.

Language Usage

Below is a list of common noted errors.

- Tenses
- Punctuation marks
- Poor sentence and paragraph construction
- Use of nouns and pronouns simultaneously e.g. ***Dudu she*** and **Me I***
- Spelling mistakes e.g. **fo sho* for sure
                         **bizzy*   busy,
                         **stravagate party*   extravagant party
- Wrong use of connectives or none used
- Sentence fragments

Conclusion

In a nutshell, the candidates performed fairly well. However, great effort should be channelled towards intertwining competency, language proficiency and creativity during the teaching and learning period. Lack of comprehension, purpose, appropriate register and audience is still evident in some responses. Proper planning before an attempt, could assist candidates to write well developed pieces. An observation has been noted on below average pieces showing lack of expression in the second language.

Therefore, the following is recommended.

- Reading and writing skill to be improved
- Planning and brainstorming must be developed as a culture during learning.
- Grammar to be taught within context
- Time management to be practised
- Creativity and imagination should be encouraged.

Paper 111/02

General Comments 111/02

This paper was made of three sections; Part 1: Listening Comprehension, Part 2: Reading Comprehension and Part 3: Dialogue. Its purpose was to test listening skill, reading skills, writing skills and dialogue. Candidates were required to respond to a variety of questions which were literal questions, inferential questions and evaluative questions. It also had 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 having enough vocabulary in the English language, grammar, spelling and punctuation in almost all the parts of the paper. This resulted in them losing more marks. A large number of candidates failed to act in accordance with the set of instructions (Rubric) given thus losing marks. Some had a tendency of writing long winding sentences which later made the sense of the sentence to be vague. At times, candidates failed to respond precisely to questions asked.

The paper was performed fairly well although some candidates lacked confidence in expressing themselves. The candidates' main weaknesses were observed in the following areas;

- Failure to comprehend the listening and the reading comprehension texts.
- Failure to comply with the rubric.
- Writing long sentences which ended up distorting the meaning.
- Failure to respond well to higher order questions.
- Failure to follow the grammatical rules of English such as using wrong tenses, wrong subject verb agreement, incorrect use of pronouns, wrong prepositions, wrong punctuation, spelling mistakes etc.

Commentary on specific questions

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

PART 1: LISTENING COMPREHENSION

In this section, candidates performed well. However, a handful of them gave wrong responses resulting in them getting fewer marks. In questions 1, 2, 3, 6 and 7 these candidates gave wrong responses compared to the ones that were expected whereas in questions 4, 5, 8, and 9, most candidates gave correct responses.

QUESTION 1

What is the highest point of Mount Everest above sea level?
Candidates got this answer wrong as they gave a wrong figure and units. Some gave the correct figure but missed the units hence they did not get the mark.

Expected response: 8850 meters.

QUESTION 2

How old is Mount Everest?

Most candidates missed the preposition "over" which was the most important word to qualify the sixty million in the answer. Most responses were sixty million, six million, sixteen million etc.

Expected response: Over sixty million years.

QUESTION 3

What do people who live in this mountain range call Mount Everest?

Most candidates forfeited a mark in this question due to incorrect spelling of the word 'roof' and 'world'. Some replaced 'world' with 'earth' and got the answer wrong.

Expected response: The roof of the world.

QUESTION 4

Why was the mountain named after George Everest?

Most candidates didn't perform well in this question as they omitted key parts of the answer such as 'record', 'its height and location'. Generally, the first part was missed by the learners thus getting one mark instead of two. Learners would either write height or location and not both.

Expected response: He was the first person to record its height and location.

QUESTION 5

How old was the youngest climber to reach the top of the mountain?

This question was generally well done and an overwhelming majority performed well in this question.

Expected response: 13 years old.

QUESTION 6

What are the risks associated with climbing Mount Everest? Give two details.

Most candidates did not do well in this question because of wrong spelling such as 'large creaks in the ice instead of large cracks in the ice', 'lake of oxygen instead of lack of oxygen'

Expected response: large amounts of ice and snow/ the large cracks in the ice/lack of oxygen. (2 options were expected from the list.)

QUESTION 7

Give three tips to follow when you want to climb Mount Everest safely.

A majority of candidates did not get the answer for this question correct due to spelling errors and others could not get all the three tips to follow when climbing Mount Everest.

Expected response: drink enough water/don't go alone/bring proper climbing equipment.

QUESTION 8

What does the litter at Mount Everest include? Give two examples.

This question was well done by most learners.

Expected response: Oxygen tanks/water bottles/rags from climber's clothes. (2 options from the list)

QUESTION 9

Given a chance, would you like to climb Mount Everest? Why?

Most candidates got this question correct. However, some candidates would take a stand but fail to give a valid or relevant support thus getting one mark instead of two.

Expected response: Yes, because I would like to be recorded in the world history books as one who conquered the tallest mountain of the world.
No because there are many risks associated with climbing the mountain. I do not want to die.

PART 2: READING COMPREHENSION

This section was done well by most candidates who had comprehension of the passage. However, some displayed lack of understanding which is essential in this section. Lack of awareness on the types of questions also affected the candidates' performance negatively.

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

QUESTION: 1

What kind of job did Levi Strauss do?

Most learners were able to identify the answer from the passage. However, a handful of them could hardly pick the answer from the passage.

Expected response: Tailor

QUESTION 2

What made Levi Strauss want to use canvas in making pants?

Most candidates gave a correct response for this question since they had to just pick the answer from the passage.

Expected Response: He heard a miner complain that he couldn't find clothes strong enough for the work he was doing.

QUESTION 3

Describe the clothes that the miners required.

Candidates wrote only the first part of the response and missed the second part which was 'could withstand the rough working conditions'.

Expected response: Miners needed strong clothes that could withstand the rough working conditions.

QUESTION 4

Mention one important factor that made getting the canvas easier.

Most candidates attempted this question very well.

Expected response: It was cheap.

QUESTION 5

Give two reasons why Levi Strauss decided to look for a different textile instead of canvas.

Some candidates gave correct responses whereas some would use the adjective 'very' with heavy instead of using it with stiff thus losing all the marks.

Expected response: Because the canvas was heavy and very stiff.

QUESTION 6

Give one reason why the miners didn't like the colour of the original denim trousers?

This question was generally well done by most candidates.

Expected Response: The denim trousers got dirty as soon as they began working.

QUESTION 7

Give a word similar in meaning (synonym) to the one given, as used in the passage.

A majority of candidates struggled with this question and were giving wrong responses. Candidates were giving phrases or even sentences as their responses which made them lose more marks.

Expected response:

  (i) Designed…..made/tailored/fashioned etc.
  (ii) Withstand……..resist/ endure/hold out etc.
  (iii) Popular…….famous/ well known/common etc.

QUESTION 8

Why did Levi Strauss use metal rivets when making denim trousers?

Most candidates gave a correct response to this question.

Expected response: To make them stronger.

QUESTION 9

Besides miners, which other groups of people liked jeans? Give two groups.

This question was generally well answered by a majority of the candidates.

Expected Responses: Cowboys/farmers/other working men (2 options out of the 3)

QUESTION 10

Which other fashion brand has its own blue jeans?

Most candidates could identify the answer from the passage, and they performed well in this question.

Expected response: Guess/Redbat

QUESTION 11

What was the difference between jeans worn by men and women long ago?

A majority of candidates were unable to show the contrast between men's jeans and women's jeans. Instead, candidates just described jeans worn by men and jeans worn by women leaving out the word 'while' which showed the contrast between the two jeans.

Expected response: Men's jeans had the zipper down the front while women's jeans had the zipper at the left side.

QUESTION 12

Do you think jeans are fashionable? Give one reason for your answer.

A majority of candidates did not understand the word 'fashionable'. While some candidates did not take a stand, others did not support their stand. This made the candidates lose marks.

<u>Expected response</u>: Yes, because they are worn by many people around the world.

QUESTION 13

Give this passage a suitable title.

A majority of the candidates rewrote the topic of the passage thus losing the mark. They were supposed to, after reading the story, make their own judgements and come up with their own topics relevant to the passage.

Expected response: The history of blue jeans/Levi Strauss' blue jeans etc

QUESTION 14   LANGUAGE USAGE

Prepositions have been used in each of the following sentences. Rewrite the sentences and underline the prepositions.

- **(i)** The garage is situated <u>behind </u>the house.
- **(ii)** Nomsa went <u>to</u> school very early this morning.
- **(iii)** The little dog was <u>under</u> the table, fast asleep.
- **(iv)** There were six eggs <u>in</u> the bird's nest.
- **(v)** The thief climbed <u>over</u> the fence.

A fair majority of candidates could hardly identify the prepositions let alone understand the instruction to rewrite the sentences and underline the prepositions.

PART 3: DIALOGUE

This dialogue was free style. Candidates were anticipated to give their understanding of the story about blue jeans as it was told in the reading passage or in whatever way but still be relevant to the subject. 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 making 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 good dialogues with reasonable content but were let down by their language which continually made the meaning to be doubtful. A handful picked sentences direct from the passage and were unable to converse which let them down in terms of getting marks.

Expected response: Example of a dialogue

Two pupils, Sipho and Bongani, are talking about what they read about during an English language Lesson.
In your own words, continue this dialogue between the two learners.

Sipho: I was very excited to learn about the history of the jeans we love wearing all the time. I only imagined them as a thing of today.

Bongani: I was also very excited Sipho since I also thought they were a thing of today. I was surprised that they were made a long time ago. I also never imagined them as working clothes.

Sipho: Hearing that they were working clothes really shocked and took me by surprise. I guess miners looked fashionable while working in the mines.

Bongani: Indeed, they looked fashionable my friend. I'm sure they were also more comfortable than working in the canvas which was heavy and very stiff. I'm sure moving around in the mines was difficult. The miners got tired as soon as they began working.

Sipho: Say that again, buddy! I can imagine the discomfort of the canvas. Levi Strauss was very smart though since he decided to make denim jeans with a lighter material.

Bongani: Of course, he was very smart. He is such an inspiration because of his creativity and fashion sense. No wonder Levi's is such a famous brand.

Sipho: Levi Strauss has made me want to pursue my own fashion brand. I've seen that it is possible as long as you dedicate your whole self into your dream. Bye friend.

Bongani: Bye, Sipho.

Recommendations

The performance showed by the learners confirmed that teachers 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 reason (purpose) in the listening comprehension part. The responses given showed that learners were not taught how to listen. Teachers are asked to teach listening comprehension and not to presuppose that it is effortless.

- Teachers are requested to teach reading comprehension using the reading strategies and skills. This can exceedingly be of assistance to pupils to understand what and why they are reading. Lack of knowledge of the reading strategies on the part of the candidates made it very difficult for them to comprehend the reading passage. Moreso, learners should be taught the different types of questions and how to answer them. The different types of questions include the literal questions, the inferential questions and the evaluative questions. At least learners should be able to identify these different types of questions. 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 must be able to differentiate between the free-style and the guided dialogue and emphasize on the rules for writing a proper and a good dialogue. Emphasise that a dialogue should have cohesion and coherence and it must show that the people are having a conversation.

- Train learners so 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. Persuade the learners to read extensively so that they can enrich and improve their vocabulary.

- It is also important to teach phonics so that the learners can appropriately capture spoken words especially during listening comprehension. Moreover, avoid using slang language when teaching because children always want to imitate their teachers.

- Last but not least, teach pupils to read and listen to instructions. Always lay emphasis on the importance of listening properly and accurately to instructions.