

ENGLISH AS A SECOND LANGUAGE

8202
Paper 1

General comments

- Since this is the first AS examination, no comparison can be made to any other past examination.
- The candidates generally did not perform well in the paper. Candidates were caught off-guard by the conventions of the reading comprehension questions and answering requirements at AS level, as these were directly opposite to the conventions that they were used to at O-Level (Grade 11).
- The candidates struggled to infer meaning from all the three texts and use their own words as far as possible. They appeared to have overlooked the bolded part of the rubric that required them to use their own words. Some candidates attempted to use their own words successfully. On the other hand some candidates could not successfully use their own words as the meaning of the answer was lost through translation. Most candidates heavily relied on lifting for which they were penalised.
- Too many candidates failed to answer in complete coherent and grammatically correct sentences. One would expect learners at AS Level to be competent writers and have a good linguistic foundation, but many of them failed at this and simply lifted the answers from the text. The candidates made many language errors i.e. grammar, spelling mistakes etc. AS candidates are expected to have adequate and comprehensive vocabulary and be able to comprehend and use more complex structures.
- The O-level questions are presented in the chronological order of the paragraphs where the answers would appear in the text. That is, if the answer to question 1 is found in paragraph 1, the answer to question 2 is most likely to be found in paragraph 2 or 3 etc. On the other hand, the AS level requires a candidate to be able to fully understand the passage as a whole and use high order thinking skills in order to be able to comprehend the text and competently respond to the questions asked. The practice is that the answers would not be explicitly stated in the texts, but the candidates would utilise the given information to infer and read between the lines in order to give a correct response to the question.

Comments on individual questions

PART 1: Multiple Choice Questions

Questions 1 to 5

Questions	Answers
1	B
2	A
3	D
4	B
5	A

For this part of the question, fewer candidates could attain 5 marks, with the majority only scoring 3 marks. Most candidates failed to answer question 4 correctly because probably they did not understand the meaning of the word “indifferent” and “sauntered”.

6 According to the text, how do conditions in Africa impede the development of professional football careers? (3)

Question No	Answers	Marks	Guidelines
6	(a) footballers come from poor backgrounds (1) (b) high unemployment rates(1) (c) mismanagement of resources (1)	3	NB: Attempt to use own language required for full marks. <ul style="list-style-type: none">• 3 points + own language = 3 marks• 3 points + lifted/reorganized = 2 marks• 2 points + own language = 2 marks• 1 or 2 points + lifted + lifted reorganized = 1 mark• 1 point + own language = 1 mark

This question was answered fairly well. The candidates were able to identify the correct answers to the question. However, the majority of them failed to get full marks as they merely lifted the answers from the text without attempting

to use their own words and were duly penalised.

7 Identify a word or phrase that means the following:

- (a) made worse (b) obvious overspending

Question No	Answers	Marks	Guidelines
7	(a) aggravated (1) (b) conspicuous consumption (1)	2	correct spelling required quotation marks are accepted

This question was answered correctly by the majority of candidates. They were able to identify the correct words/phrase from the text. Some candidates failed to correctly spell the words leading to losing of marks.

8 How did football change during the 1980s?

Question No	Answers	Marks	Guidelines
8	(a) European football became popular worldwide (1) (b) More money was invested in football through broadcasting rights and sponsorships by the business community (1)	2	NB: Attempt to use own language required for full marks. 2 points + own language = 2 marks 1 or 2 points + lifted/ reorganized = 1 mark 1 point + own language = 1 mark

Candidates generally answered this question only partly correctly. Many candidates failed to get the answer that the European football market picked-up. Most candidates could only identify the second part of the answer “Football became a global business product, attracting huge broadcasting rights and corporate sponsorship.” Most candidates could not score full marks because they either missed the first part of the answer or they just lifted the answers from the text without attempting to use their own words.

9 How can footballers’ success abroad negatively affect their relationship with their communities?

Question No	Answers	Marks	Guidelines
9	(a) They may break old social ties. (b) The footballers become estranged from their communities (c) The footballers become alienated from their communities	1	Accept any one NB: Answers must address relationship. Do not accept attitudes e.g. ungrateful, arrogant, etc.

This question was fairly well answered. The answer was expected to address the “relationship” question- how it can negatively be affected by the footballers’ success abroad. A number of learners misunderstood the question and confused the relationship of the footballers with their communities with their “attitudes”, which was not credited. E.g. instead of mentioning that the footballers cut ties, candidates would write the footballers were arrogant.

10 Identify one way in which the attitude of migrant workers differs from that of some professional footballers.

Question No	Answers	Marks	Guidelines
10	(a) Migrant workers often maintain relationships with own communities (1) (b) Footballers become arrogant/alooof or ignore their own people (1) OR (c) Migrant workers support their own people financially (1) (d) whereas footballers spend the money on themselves (1)	2	NB: Clear contrast/ comparison is required, if missing zero mark

This question was generally poorly-performed. The candidates could not make a clear contrast between migrant workers and professional footballers; which was necessary for them to get the full mark. The candidates only offered

the attitude of the migrant workers without indicating a contrast between the attitude of the migrant workers and the attitude of the footballers:

- (i) E.g. Migrant workers maintained strong connections with people at home (no contrast)
- (ii) Migrant workers keep in touch with people at home while footballers sever ties with their communities. (clear contrast)

The question required the candidates to show one difference as stated in the question; the difference had to be expressed by showing a clear contrast between the migrant workers and footballers.

11 Give an example of the “social practice of the sport” and explain how footballers benefitted from it.

Question No	Answers	Marks	Guidelines
11	(a) playing street football/inter-street competitions with footballers’ communities and nearby communities(1) (b) footballers’ social integration(1) and (c) visibility to football enthusiasts (1)	2	NB: Attempt to use own language required for full marks 2 points + own language= 2 marks 1 or 2 points + lifted/reorganized = 1 mark 1 point + own language = 1 mark

The question was answered fairly well but candidates merely lifted the two parts of the answer from the text.

12 What contrast does Abedi Pele mention?

Question No	Answers	Marks	Guidelines
12	(a) Football was originally fun, providing enjoyment (1) (b) Then players recognised that it is a “lucrative business” and a way to “influence and inspire millions of people”. (1) (c) You have to learn to maintain the fame and not abuse it. (1)	2	Accept any two NB: There should be clear contrast

The question was fairly well answered by the majority of the candidates. The candidates who got this question wrong, failed to state the contrast as clearly stated in the question. The candidates only mentioned the second part and failed to mention the first part of the contrast. Quite a good number of the candidates gave option “c” as the answer and therefore could not score full marks but one.

13 Identify two ways in which footballers’ benefit personally from international opportunities.

Question No	Answers	Marks	Guidelines
13	(a) confidence in their abilities/ more self-control (1) (b) how to learn from observation (1) (c) financial gain (1)	2	Accept any two

This question was well answered. The candidates were able to identify the correct answers from the text but could not score full marks due to lifting.

14 How do some players recognise that criticism of their behavior is justified?

Question No	Answers	Marks	Guidelines
14	(a) They recognise that they must try hard not to ignore former team colleagues. (1) (b) They recognise that the community felt bad attitude/behavior “did not represent their communities’ cultural norms and social values” (e.g. not to abuse their fame, accommodating each other, being humble, being obedient, being thankful.) (1)	2	No mark for: “They did not represent their cultural norms. “

The candidates struggled to give the correct answer to this question. Many candidates failed to comprehend that they had to reflect the awareness that the players gained or acquired about their behavior as perceived by the community. The candidates failed to understand that they had to focus on the recognition of the players rather than the criticism.

15 Explain how Abedi Pele’s final question can be seen to be in contrast to the value systems of local communities.

Question No	Answers	Marks	Guidelines
15	Accept any answer which attempts to explain the meaning of Abedi Pele’s remark/statement/ expression: “He thinks that the world belongs to you or control it.”	2	Answers should reflect an idea that wealthy players show respect, humility, gratitude and reciprocal behavior.

The candidates struggled with this question. They failed to explain the meaning to Abedi Pele’s remark in contrast to the value systems of the local communities. The majority of them just reproduced or rephrased the remark with no explanation given. A clear contrast was supposed to be made that would reflect an idea of respect, humility, etc. (communities’ cultural norms and social values) vis-a-vis the behavior of the rich and famous footballers.

SECTION B

16 You are a student of art and have recently read this interesting article on ‘The fine art of Peter Clinton Gray’, an internationally acclaimed artist.

Write a **blog post** in which you encourage art students to consider a career in art. You should use information from the article but you may also include your own ideas. Your blog post should be between **220- 260** words.

Possible content from the article

- (a) Your paintings will be exhibited all over the world if you are very talented
- (b) When you know someone, who has become famous/person who is talented, spend time with that person.
- (c) Work on your specific skill, as not many people may have this skill/art
- (d) If you work hard, you can earn a living through your artwork/paintings.
- (e) Take advantage of as much formal training as possible.
- (f) You get the opportunity to travel to exhibit your paintings/artwork
- (g) Galleries/museums may purchase paintings on a permanent basis
- (h) Possibility of awards/appreciation
- (i) Artwork can grow and develop in different directions-different materials one can work on/with
- (j) Challenging-emotional connection is an important motivator
- (k) Satisfaction-people are educated through art.

Suggestions about own ideas may include the following:

- (l) Visit exhibitions of other artists
- (m) Persevere with your art
- (n) Gain a qualification in art
- (o) Attend courses in art
- (p) Explore different media
- (q) Carry a notebook with you for ideas

AO-R1; R2; W1; W2; W3; W4

Marking Grid for Paper 1, Section B-Directed Writing

Content

14-15	Excellent	Entirely relevant, with many aspects of the task explored. Ideas very effectively organized, developed and presented in a form highly appropriate to the task. Strong sense of voice. Highly aware of audience and purpose.
12-13	Very good	Relevant, with several aspects of the task explored. Ideas well organized, developed and presented in a form appropriate to the task. Sense of voice. Aware of audience and purpose.
9-11	Good	Mostly relevant, with main aspects of the task explored. Ideas, organisation and development generally clear but lacking coherence in places Some sense of voice. Some awareness of audience and purpose.
6-8	Satisfactory	Some aspects of the task explored. Limited or unambitious organisation, but with some attempt at development of ideas. Limited sense of voice. Some irrelevant material. Limited awareness of audience and purpose.
3-5	Weak	Limited understanding of the task. Significantly lacking in focus and/or repetitive. Ideas and points weakly developed. Few relevant ideas presented. Very limited sense of voice, audience and purpose.
1-2	Poor	Minimal response. Implications of the task only vaguely or not understood. Very limited relevant content, undeveloped and unstructured. No sense of voice, audience and purpose.
0		No relevant material presented.

Language

10	Excellent	Excellent control of extensive range of vocabulary and complex sentence patterns, with very few minor errors. Entirely natural and fluent use of language.
9	Very good	Highly accurate, with few minor errors. Very good control of a wide range and vocabulary and complex sentence patterns. Mostly natural and fluent use of language.
7-8	Good	Generally accurate Good range of vocabulary and some complex sentence patterns. Fairly natural and fluent use of language.
5-6	Satisfactory	Predominantly simple sentence patterns correctly used and some complex language attempted, but with variable success. Adequate range of vocabulary, but some repetition. Some evidence of natural and fluent use of language.
3-4	Weak	Simple and repetitive patterns. Persistent errors may impede communication Limited vocabulary
1-2	Poor	Little evidence of grammatical awareness. Errors often impede communication Very limited vocabulary
0		No relevant material presented

This task was fairly well answered by some candidates and proved challenging to some. Understanding of the task was limited for some of the candidates. Some did not use relevant content from the article and therefore could not score marks. Many candidates used a wrong slant: they simply retold Peter's story as it was in the text, or retold it as though it was their own. This led to them not scoring any marks. Stronger candidates were able to write convincing responses. Excessive and wrong usage of idioms restricted some candidates' expression and communication. Some candidates wasted a lot of space by dividing the page in half (vertically) and only writing on one half of the page in an effort to organise their work to appear like a blog. This was unnecessary, as that space could have been used for writing actual content. Some candidates did not develop ideas from the text but merely listed them.

POSITIVE SUGGESTIONS TO TEACHERS

Teachers should teach learners to rephrase information in own words, read as many books, articles or extracts as far as possible, to expose candidates to various terminologies and in an attempt to improve general diction. They are advised to do as many reading comprehension tasks as possible, testing various high order thinking skills. All possible directed writing formats expected in the examination be taught and practised. Teachers should do as many directed writing activities as possible and teach learners how to identify relevant content to base ideas of the directed writing on. Teachers should teach learners to know the meaning of instruction words (e.g.: contrast, differentiate etc.).