

**EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE**

Home of Examinations and Assessment, Zone 6, Zwelitsha, 5600

REPUBLIC OF SOUTH AFRICA, Website: www.ecdoe.gov.za**2018 NSC CHIEF MARKER'S REPORT**

SUBJECT:	ENGLISH FIRST ADDITIONAL LANGUAGE
PAPER:	3
DURATION OF PAPER:	2 ½ HOURS
DATES OF MARKING:	01 – 16 DECEMBER 2018

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

Overall, candidates generally performed from exceptional to substantive. The creative writing paper is the culmination of writing skills acquired over a 12 to 14-year period in the schooling / education system and represents the language learning and ability of emerging adults. Most candidates will pass this paper demonstrating that they have mastered their First Additional Language and the language of learning and teaching. This, for them, is the gateway of entering the employment arena and higher education learning institutions.

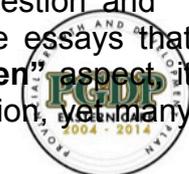
SECTION 2: Comment on candidates' performance in individual questions

(It is expected that a comment will be provided for each question).

SECTION A**ESSAY TYPE QUESTIONS****1.1 Everything was going according to plan when ...**

The average performance in this question was 25/50

This was the most popular of the essay topics. Responses from candidates ranged from excellent to banal. Most candidates reminisced about their plans for the future when something happened that altered their plans. For many it was the death of the parents, family members, pregnancy, being orphaned circumstances beyond their control and many other scenarios that led to positive or negative outcomes. However, many did not capture the essence of the question and missed the change “**the when aspect / phenomenon**” and wrote essays that were meaningless. Learners were not required to indicate the “**when**” aspect; it could be implied in the essay through an event, happening or decision. Many failed to show the transition or change that was required.



The average performance in this question was 27/50

It was novel of the examiners to include a quotation from the sayings of our beloved Nelson Mandela in celebration of his centenary (100th) birthday. This was the third most popular topic chosen by candidates. Many candidates who chose this topic failed to interpret it correctly. Some isolated a part / parts of the quotation and wrote about it eg: “We can change the world”, “make it a better world”, “It is your hands to make a difference” or wrote about the life of our beloved Madiba or Nelson Mandela or some misconception about what our beloved Madiba meant by this quotation. There were some exceptional responses from the more intellectual candidates but they were very few. One would have expected that candidates would have done justice to this topic by choosing it and celebrating the essence of what Nelson Mandela stood for. It is disheartening to note that the impression created by those who chose this essay demonstrated that they knew very little of what the Madiba Phenomenon means to South Africa and the global community. This is indicator that many of our younger generation only know Nelson Mandela in name but know very little about him as a person and what he stood for.

1.3 Hidden treasure

The average performance in this question was 45/50

Very few candidates attempted to write on this topic. The more intellectual and articulate chose to write on this topic. Responses were generally symbolic, figurative and abstract. Very few wrote on actual treasure. Most responses were about the mother figure being the treasure. Very few candidates wrote about actual treasure. One got the sense that weaker candidates who attempted this topic did not really understand what “treasure” was. Candidates scored very well for this essay.

1.4 'Go for it now. The future is promised to no-one.' – Dr Wayne Dyer

The average performance in this question was 30/50

This topic was moderately popular and candidates who attempted this topic focused on the futuristic aspect of this topic only. They could not start from a point and progress to the kind of future that they envisaged. Many tended to generalise about the future and expected it to drop in their laps without taking any steps or action to achieve their “dream” future. There were a few exceptional essays mainly by your more articulate candidates who captured the essence of the quotation very well. Having two quotations as questions tended to confuse candidates as to what to do.

Some included elements of the quotation on Nelson Mandela in their essays which leads to the conclusion that candidates were somehow confused. This tended to disadvantage weaker candidates. Simpler quotations must be used as this quotation required candidates to use higher order cognitive skills and to philosophise.

1.5 You do not need someone else's approval to feel good about yourself.

The average performance in this question was 33/50

This was the second most popular topic that candidates chose. Many were able to write both happy and sad tales about what it meant not needing someone else's approval in their lives. This topic caused candidates to explore their own

individuality, how they saw themselves and how they did not need to conform to others' opinions of who they were. Some candidates explored the sadder parts of being dependent on someone else's opinion of themselves and the struggle to free themselves from "names", "tags", belonging to cliques, groups and the final realisation that this did not define them but they had to decide who they were, ultimately gaining a new sense of identity and a sense of well-being. Weaker candidates were able to gain a good score as they could resonate with this topic and wrote from personal experience often very, very sad and heart rending stories. Some candidates also tended to generalise which made the stories they had written redundant through excessive repetition.

1.6 Beyond these walls

The average performance in this question was 46/50

This topic was one of the less popular topics and was chosen by candidates who are more intellectual and articulate. The responses again for this topic were figurative in nature. Candidates used fear, emotions, choices, debilitating illnesses, adverse circumstances as the walls that held them prisoner or captive. Many were unwilling to go beyond these "walls" in order to gain freedom from these limitations. Candidates scored very well as the topic lends itself to higher order thinking skills. The topic also lent itself to a few very abstract responses. An example of this is looking from the other side of the barrel of a gun and how this person became a prisoner in destroying people and how he could not break free from killing people. The gun was his prison and he could not see that life was important but just death and he thrived on it.

1.7.1 Picture: Computer

The average performance in this question was 34/50

This topic lead to a very wide variety of responses ranging from computer technology to fashion. The pictorial stimulus was a good choice for some candidates as they generally scored well in this section. The picture was relevant to their experiential world and one could isolate aspects of this picture and write about it.

1.7.2 Picture: Lion

The average performance in this question was 35/50

This picture was a favourite among candidates and they tended to focus on the Lion King, as in the Walt Disney movie.

Other candidates who chose this picture focused on the conservation of the lion and also on the symbolic nature of the lion as apex predator and on aspects of leadership. Some wrote on the conservation of the African Bushveld and the preservation of our unique environment we have in South Africa. Others focused on the futuristic aspect of whether we would see lions in their natural habitat in the near future and how a concerted effort must be made to conserve our African heritage which is embodied by the lion.

SECTION B **LONGER TRANSACTIONAL TEXTS**

2.1 **DIALOGUE**

The average performance in this question was 21/30

The dialogue was the most popular question of the longer transactional pieces. The question was contextual. Candidates could relate well to it. However, some candidates had their own interpretation for wanting to leave university and stated they were pregnant, had to go overseas to find a job, there was no money to continue studying, poverty and parental interference. Most candidates did not understand the instruction from the question paper that the conversation had to be between two siblings (brother and sister, brother and brother, sister and sister). Though the question was explicit in its instruction about siblings, sensitivity has to be displayed for other familial contexts. One candidate wrote "How I wish I had a sister to fight with..." Overall the question was moderately well answered except for the misinterpretations candidates made.

2.2 **OBITUARY**

The average performance in this question was 15/30

This was the second most popular longer transactional writing text. Candidates are very familiar with this text type and the context in which the question was placed. "The learner at school in class passing away." Most candidates had no difficulty in responding to this question, however they made many casual errors by leaving out important details pertinent to this text form e.g.: date of death, cause of death, tribute, biographical details, key survivors, full names of the deceased (many referred to the deceased by using pseudo-names "nicknames"). Candidates from our more affluent schools do not know how to construct an obituary. They write a eulogy as opposed to an obituary. Future candidates sitting for this examination need to be taught how to write out an obituary correctly and the **difference** between an **obituary** and a **eulogy**

2.3 **NEWSPAPER ARTICLE**

The average performance in this question was 11/30

Very few candidates chose to respond to this question. Those who responded did not do justice to the question. Candidates mostly misunderstood what the term recycling meant e.g.: giving food away, being sensitive to the environment, throwing garbage away and storing it. Some candidates found it very difficult to follow the format of a newspaper article and wrote rambling sentences that made no sense.

2.4 **FORMAL LETTER**

The average performance in this question was 18/30

This longer transactional piece was the third most popular longer transactional text. It was very contextual and in the experiential field of the majority of candidates. Responses ranged from exceptional to very poor. Some candidates tended to rewrite the question and not manipulate the given information into a letter of complaint. Most candidates misunderstood the concept of the "damaged garment" and wrote about exchanging food, machinery, crockery, meat and underwear. A candidate threatened to take revenge on the supermarket manager by setting the store alight if the manager did not exchange the damaged garment. Overall the format of the Formal letter was well executed except for the ending

salutation. There is much confusion concerning the ending/concluding salutation of the letter by candidates of where and when to write “Yours faithfully”, append the signature and where to insert the Initials and Surname. Candidates were also bewildered about when to use “Yours sincerely”.

SECTION C **SHORTER TRANSACTIONAL TEXTS**

3.1 FLYER

The average performance in this question was 10/20

The choice of this text form in the shorter transactional pieces was moderately popular amongst candidates. Although the topic was well within their experiential field they seemed to be confused about how to construct a flyer, and instead made posters or placed adverts. Candidates misunderstood the concept of “service to the elderly” and instead wrote about inviting the elderly to the community centre, shopping centres, taxi ranks, homes, etc. Very few included a headline or slogan, what service was being offered, times, contact details and how much they would charge for services rendered. Some responses were very poor.

3.2 DIARY ENTRIES

The average performance in this question was 14/20

This choice of text form was the most popular of the shorter transactional writing pieces. The topic was very topical and well within the experiential field of candidates. Most candidates who attempted this topic did very well. They were able to articulate their feelings and emotions clearly, the fears they had of informing their families about accepting employment overseas and the possible reactions and outcomes of their decisions and then the resolution both negative and positive. Candidates were able to amicably show a “before and “after” experience. The correct format of the diary was generally well constructed throughout by candidates.

3.3 DIRECTIONS

The average performance in this question was 11/20

This choice of text form was the second most popular of the of the shorter transactional writing pieces. Candidates who attempted this topic did moderately well. However, many were not able to give clear concise directions and tended to write in paragraph form which makes it difficult to mark as markers have to read more intensively and analyse what candidates are trying to say. Some learners have an inability to give correct distances and struggle with spatial awareness. Some gave illogical landmarks and hard to follow instructions. Consideration should be given to including a map and limiting candidates to writing directions in point form in future papers. This would go a long way in getting candidates to construct appropriate legible texts that can be more clearly assessed.

Provide suggestions for improvement in relation to Teaching and Learning
--

RECOMMENDATIONS TO EDUCATORS:

- Educators need to consult the CAPS document in order to familiarise themselves with the types of texts that need to be covered in the FET Phase CAPS Document pages 35-45. (This differs from the NSC Curriculum Document.) The types of texts are pertinently stated in the CAPS Document and in the DBE document entitled: OFFICIAL LANGUAGE: FIRST ADDITIONAL LANGUAGE GRADE 12, 2014 and the newly published EXAM GUIDELINES FEBRUARY 2017.
- We would recommend that the teaching and practising of texts and formats in Section B and Section C (Longer and Shorter Transactional Writing) should be covered in logical sequence or in cycles from Grade 10 to Grade 12 over a period of three years. Teachers cannot (with success) cover all these texts in Grade 12 only. Consult the CAPS Document or the SUBJECT ADVISOR in your District.
- We wish to note with grave concern that candidates do not adhere to the prescribed length of the topics in each of the three sections. Some candidates write essays of up to eight pages instead of the 250-300 words required. Candidates penalise themselves if they either go beyond the stipulated length or write texts that are too short. The blatant disregard for the length indicates a lack of proper planning and organisation which impacts negatively on the marks awarded for Content.
- Paragraph development and sentence construction is, in many cases, sadly lacking. Learners need to be taught that shorter sentences are more effective than long, rambling sentences, which ultimately lead to incoherent, muddled writing. To counteract poor sentence construction, teachers should focus on “joining sentences” using the appropriate conjunctions when covering grammar.
- Creative Writing workshops (one day long) for FET (Grades 10-12) must be organised by the districts. Teachers must be trained on the use of the rubrics for the different sections. Some markers have difficulty in correctly placing candidates’ work on the rubric.
- Some markers cannot distinguish between good and outstanding writing (exceptional/ abstract/ figurative) and end up not awarding the correct marks to the candidates. Teachers need to be workshopped on the qualities or features of excellent writing. The time at the marking centre is too limited for effective engagement of teachers on these aspects.
- Candidates need to be exposed to quotations and open-ended questions so as to be able to unpack them and interpret them correctly in their responses.

ASPECTS THAT SHOULD BE FOCUSED ON IN ENGLISH FIRST ADDITIONAL LANGUAGE TEACHING AS RELATED TO CREATIVE WRITING

LANGUAGE CONVENTIONS THAT NEED ATTENTION IN THE ENGLISH CLASS	CREATIVE WRITING WEBSITES
<ul style="list-style-type: none"> ● Sentence structures and conventions ● Parts of Speech ● Tenses ● Modals (have to/had to, must, should, need, ought to and their negative forms) ● Use of passive voice 	<p>Here are some websites you might consult for Creative Writing:</p> <p><u>General Writing</u></p> <ul style="list-style-type: none"> ● Writer's Digest ● Writing Fix ● Writer's FM ● Teen Ink <p><u>Writing Prompts</u></p> <ul style="list-style-type: none"> ● The Story Starter

<ul style="list-style-type: none"> • Subject - verb concord • Reporting • Use of reported speech • Commands and requests • Statements • Questions • Clauses • Noun clauses • Adverb clauses of condition and time • Relative clauses • Determiners • Prepositions • Spelling rules • Conditional sentences • Emotive and manipulative language • Implied meaning and inference • Denotation and connotation • Contractions (this needs very serious attention) • Synonyms • Antonyms • Paronyms • Homonyms • Homophones • Prefixes, Roots, Suffixes and Affixes • Conversational English • Context • Colloquial Language • Meta-Language • Figurative and Literal Language 	<ul style="list-style-type: none"> • CreativeWritingPrompts.com . • Fifteen Minutes of Fiction • Imagination Prompt Generator • Bonnie's Online Story Spinner <p>Writing Mechanics</p> <ul style="list-style-type: none"> • Grammar Girl • The Owl . • Web English Teacher GrammarBook.com • AutoCrit Editing Wizard <p>Writing Forums</p> <ul style="list-style-type: none"> • WritingForums.org • Writing.com . • The Water Cooler . • About Fiction Writing Forum . • The Writer's Beat . <p>Getting Published</p> <ul style="list-style-type: none"> • First Writer - Agent Query • Literary Marketplace • Duotrope's Digest • Funds for Writers
<p>OBSERVATIONS ABOUT CREATIVE WRITING</p>	<p>FORMATS OF LONGER AND SHORTER TRANSACTIONAL PIECES</p> <ul style="list-style-type: none"> • maxmatric.com/english-notes • obituaryguide.com/ This website has tips and ideas for those who need to write an obituary • Transactional Writing - Writing AZ https://www.writingm/main/WritingTeacher/View/Transactional • www.education.gov.za/LinkClick.aspx?fileticket=im6uzOarACg%3D&tabid=696 Grade 12 English First Additional Paper 3: Writing ... Department's website – www.education.gov.za. The CAPS Steps writing longer transactional texts
<ul style="list-style-type: none"> • Learners need to be taught the various types of essays that can be produced and how each one should be structured • Formats for the longer and shorter transactional texts need to be taught • Paragraph development and structure needs serious attention. • Original Writing • Peer Editing • Writing Techniques • Register • Style • Voice • Text Production (Posters, Adverts, Cartoons) 	<p>TIPS TO ENCOURAGE LEARNERS TO WRITE</p> <ul style="list-style-type: none"> • Class Writing Competitions • Poetry and Short Story Clubs • Having a 5-minute slot in every English period where you encourage learners to write reflectively about their day. • Journaling, Photo essays • Daily Diary Writing, Short Story Writing (50 words) • Essay Competitions / Olympiads • Creative Writing Workshops • Story Walls in your Classroom • Write-A-Class-Novel (Selected groups in your class write one chapter (a page long) for a book the class wants to publish) • The commercial benefits of writing....

Name & Surname of the Chief Marker

Signature

Date