



**ASSESSMENT & EXAMINATIONS**

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REPUBLIC OF SOUTH AFRICA, Website: [www.ecdoe.gov.za](http://www.ecdoe.gov.za)

## **NSC 2011 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>ENGLISH FAL</b>
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<b>PAPER</b>	<b>3</b>
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<b>DATE OF EXAMINATION:</b>	<b>15-11-2011</b>	<b>DURATION:</b>	<b>2½ HOURS</b>
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### **ENGLISH FAL PAPER 3**

#### **ADDENDUM A**

#### **SECTION A: QUESTION 1: ESSAYS**

##### **1.1 It was a dream come true!**

Most of the learners who chose this essay fared well, some excellently. Those who fared well were able to narrate imaginatively and sequentially. The narrative was the most popular type of essay. Learners who fared poorly did not take cognizance of the tense “was” (past tense) of the topic and the pronoun “it” (indicating singular, i.e. one dream). They wrote about many different dreams and aspirations still to be realised.

##### **1.2 ‘It felt good to be back home again.’**

Learners who were awarded high marks, were able to relate what led up to the good feeling of being home again. They described experiences which contributed to them feeling appreciation for what they had missed during their absence from home.

Some learners tried, unsuccessfully, to encapsulate what home means to them. However, they resorted to generalisations which resulted in clichés. Some candidates misinterpreted this topic e.g. going away from home for one evening and then returning. Most of these candidates were unable to describe the experience in depth and they used very shallow episodes.

### **1.3 Technology has changed the lives of teenagers. Do you agree?**

This was by far the most popular topic.

Candidates who were awarded high marks, were able to argue convincingly how technology has benefited them. They were able to point out that technology has affected them positively or negatively.

However, few were able to argue convincingly for or against the statement. They listed various types of innovative technological devices and explained how advantageous these devices are, but few were able to explain how these devices had changed their lives. Some tended to focus on the development of technology in general, and how this had changed the world, e.g. how microwave ovens and washing-machines have made household chores relatively easy. To some candidates the introduction of electricity to their homes in the country areas was like the advent of technology in their lives. Educators need to explain to their learners what an argumentative essay entails.

### **1.4 Do subjects offered at school prepare you for life? Discuss your views.**

This topic was poorly answered. Candidates were not able to present opposing views on the topic. They generalised by discussing subjects they had chosen and how these subjects might possibly benefit them. Very few candidates were able to explain how subjects taken at school would prepare them for further education and training. Many essays referred to topic 1.1 ( It was a dream come true!) as they e.g. offered physical science at school and then were awarded a bursary for further study: to them taking this subject and resulting in getting a bursary was a dream come true. Educators should explain to learners what a discursive essay entails.

### **1.5 As I looked at that photograph ...**

This topic gained the highest marks, but was the least chosen. Candidates who chose this topic wrote excellent responses which were original, imaginative and creative. The “wow”factor was present in these essays. The figurative language and striking vocabulary used by these candidates was commendable and moving. Most responses were reflective and learners were able to describe their feelings and emotions effectively and sincerely. There were very few poor responses to this topic.

### **1.6 The power of music**

Very few candidates chose this topic. Responses ranged from excellent to banal. The above-average responses were able to vividly describe the impact of music on their lives. Many gave a generalised description of different types of music, musical instruments and innovative musical technology. They tended to reflect on the styles or genres of music and musicians, e.g. hip-hop, kwaito, indie, gospel music, but could not relate how the power of music had personally changed them or impacted on them.

#### **1.7.1 Picture: Broken heart with plasters**

There were a variety of interpretations of this picture. Candidates were able to relate to the picture, as many of them wrote about broken relationships or narrated the story of a relationship that went wrong.

### 1.7.2 Picture: Happy family/group of people

This topic elicited responses describing what constitutes a happy family. They also wrote about family values. Life Orientation as a subject clearly influenced and assisted many candidates who successfully responded to this topic.

## SECTION B: QUESTION 2: LONGER TRANSACTIONAL WRITING

### 2.1 FORMAL LETTER

The vast majority of candidates chose this topic. It is obvious that teachers have been (successfully) teaching and practising the letter of application. It is evident that the correct format of this type of letter has been taught, as most candidates were able to format their responses correctly.

Common errors:

- Yours faithfully (not: yours faithful)
- Yours sincerely is only used if the letter is addressed to a person by name, e.g. Mr C Mpho, instead of The Manager.
- Not: I write this letter, but am writing ...
- Learners should be taught to distinguish between the different forms of the letter, e.g. formal letter of application; letter of complaint as opposed to the informal letter.

### 2.2 DIALOGUE

The dialogue was well-answered. Candidates were able to identify that the dialogue demanded conflict and the resolution of the conflict. It was obvious that some candidates had had a similar experience in real life. Their repartee was excellent. They were able to capture the essence of the conflict, the snide remarks, the nuances of the characters. It is evident that the format of the dialogue has also received attention in the classroom.

Common errors:

- Learners should be taught not to use inverted commas, quotation marks when writing a dialogue as a transactional piece of writing.
- Although the topic of this dialogue required conflict between the characters, learners penalise themselves when they use vulgar, unsavoury language.
- It is not necessary to write an introductory paragraph to set the scene.

### 2.3 SPEECH

In most responses, the content of the speech was relevant to the occasion. Learners delivered a farewell speech on behalf of the grade 12's.

However, candidates who fared poorly in this topic, ignored the fact that they were required to speak on behalf of the grade 12's. They spoke about themselves and related their achievements throughout the year/their school career.

Common errors:

- At the beginning of a speech there should be a salutation, e.g. Good evening, principal, teachers, parents and fellow learners.

## 2.4 MAGAZINE ARTICLE

Very few candidates selected this topic.

Although the magazine article is one of the types of writing in the curriculum, it is possible that teachers prefer concentrating on other, (easier) types of writing.

## SECTION C: QUESTION 3: SHORTER TRANSACTIONAL WRITING

### 3.1 ADVERTISEMENT

This was a very popular choice. Those who took heed of the instructions fared well. However, there were many poor responses. These can be attributed to the fact that candidates did not read the question carefully. They did not focus on ONE product, but included all three in their responses. They also ignored the words “home business” and that they were instructed to promote the product to tourists. Teachers are requested to draw their learners’ attention to the instruction not to include illustrations as they will not be credited.

### 3.2 POSTCARD

Responses were fairly well-constructed. Not many candidates chose to do this question. Those who did attempt this question fared from average to excellent. There were no responses that were particularly weak. Candidates were instructed to write the message only. However, some included the format as required by the postcard. They were not penalised for doing this.

### 3.3 INSTRUCTIONS

Responses ranged from excellent to very poor. Many candidates focused on classroom disciplinary rules, e.g. to keep quiet while the teacher is teaching, to wear their uniforms, to be on time, to be clean and neat, instead of the actual cleaning duties for the classroom. Many instructions were, surprisingly, written in a logical sequence.

## **GENERAL COMMENTS AND ADVICE TO TEACHERS:**

- It is important that teachers take note of and impress upon their learners the importance of paper three. Of the three papers, this paper carries the most weight, viz. 100 marks.
- It is important that educators draw their learners' attention to the instructions at the beginning of the exam paper regarding the following:
  - The numbering of each response;
  - writing down the heading/title of each response;
  - providing their own title if one has not been provided;
  - keeping to the prescribed length of writing pieces (in some cases candidates wrote pieces that were far too long, penalising themselves as they then become repetitive and write off the topic);
- Educators should guide learners to practise the writing process, i.e.
  - mind map or brainstorm or flow chart;
  - rough copy which they should edit before
  - writing the final copy and indicating the final copy as such.
- It is imperative that teachers use the prescribed rubrics in their own assessment of writing in their schools. There are three different rubrics: one for assessing an essay (Section A); one for assessing longer transactional texts (Section B) and one for assessing shorter transactional/referential/informational texts (Section C). It is recommended that districts or clusters workshop the use and implementation of these rubrics.
- The different types of essays (argumentative, descriptive, discursive, reflective, narrative) should be taught.
- Refer to the following document issued by the Department of Basic Education during the first quarter of 2011. Title: "Guideline for teaching and writing essays and transactional texts" English Grades 10-12. This guideline contains information about all the types of essays, as well as the formats of the transactional writing pieces that learners are required to master in grades 10-12. This document is generally consulted by the national panel of examiners who are responsible for setting paper 3.

## **COMMON ERRORS**

- Learners whose handwriting is illegible, disadvantage themselves; they should perhaps be encouraged to print.
- Districts should workshop their educators thoroughly in creative writing skills.
- Learners should refrain from using the following in their essays: etc. things stuff
- Spelling: grateful (not: greatful); because (not: cause, coz).
- Learners do not punctuate correctly; they use the comma and apostrophe indiscriminately. The rules of punctuation should receive attention in the English classroom.
- Shorter sentences are far more effective than long, rambling poorly constructed sentences.
- Paragraphing: many learners do not start with a new paragraph when introducing a new idea.
- Learners must refrain must refrain from using headings when constructing paragraphs, e.g. Introduction, body, conclusion and any other heading.
- Writing as a process should be impressed upon learners it helps in avoiding many of the glaring errors that occur.

**CHIEF MARKERS SIGNATURE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_