



CHIEF MARKER'S REPORT

SUBJECT:	ENGLISH FAL P3
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1. ANALYSIS OF QUESTION BY QUESTION PERFORMANCE

SECTION A - ESSAY

QUESTION 1

1.1. Here learners are required to write a **narrative or reflective essay**.

To see whether the learners were able to reflect on the use and benefit of money, albeit in whatever context they choose, e.g. academic benefit, employment benefits, endowments, money they won from the lotto and how it was spent etc.

Most candidates who attempted to answer this question, failed to answer this essay as expected, e.g. they received money and spent it but failed to mention how this money benefitted them ("I inherited an insurance policy from my father, worth many thousands of rand, and partied the money away."). It would seem as if learners do not attach positive benefits to the use of money. They tended to focus more on the entertainment value of spending money, rather than how money could positively benefit you. It is clear that learners are ill prepared for this type of question, as they are not taught reflective writing as part of creative writing in schools.

Learners are only prepared to write an "exam" and the value of personal expression in writing is not taught, e.g. being able to reflect on personal experiences, arriving at valid conclusions as a result of this reflection. One gets the impression that focus in the classroom is geared towards CASS CREATIVE WRITING PIECES and very little emphasis is placed on writing as a process where learners experience pleasure and personal growth.

1.2. Learners are required to write a **reflective or narrative essay**.

To see whether the learners were able to reflect on a personal experience and make value judgements based on this experience. This was a hugely popular topic and generally well answered. Problems arose when learners cited multiple experiences as opposed to "an experience". Most candidates rather narrated as opposed to using a reflective approach in writing. Candidates' responses to this question proved the adage that you should write what you know.



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The previous Model C school candidates performed very well in this question. Centres from public schools, although you could deduce from the text that they had learned from the experience, lack the knowledge of how to construct a reflective text. Here a lack of vocabulary and knowledge of writing styles are responsible for this poor performance. A second factor is a lack of exposure to exemplars of this type and form of writing. This points once again to the lack of reading in our schools.

1.3. Here learners are required to write an **argumentative or discursive essay**. Candidates were required to argue or discuss their point of view with valid reasons. However, the phrasing of the question resulted in many candidates misinterpreting this question.

Many candidates who responded to this question failed to make any reference to advertising or the mass media instead they focused only on the evils of these substances. Some candidates did not understand the function of advertising and expected advertisers to discourage people from purchasing these products. This question was very popular with the majority of candidates. The response from candidates ranged from excellent to very poor.

Candidates need to be taught how to write a logical argument, with appropriate justification for their point of view. For candidates to be able to perform well in an essay of this type, they need to have a sufficient vocabulary in order to express themselves clearly.

1.4. Learners were required to write a **descriptive, reflective or narrative essay**.

Candidates were required to describe ANY amazing performance. This was not a popular choice, but candidates who chose to respond to this topic, generally performed well. Once again candidates who described an actual personal experience managed to achieve good results.

However there were some candidates who misunderstood “performance” for outbursts of emotion, expressions of anger, and even criminal behaviour. Once again, learners need to be taught semantics and nuances of meaning, and the figurative use of language.

1.5. Learners were required to write a **reflective or descriptive essay**.

Not many candidates chose this topic; surprisingly a goodly number of candidates from our more rural centres chose this topic and chose our “Tata Madiba” as their remarkable person. While it was expected that this topic should be popular, it did not have the desired responses. Responses were varied and interesting. Some wrote about their mothers and the impact the mother figure had on their lives.

There was just one candidate who reflected on the characteristics which would make a person remarkable. While this topic was reflective and descriptive, the majority of those who chose the topic did not perform well. Once again, the failure of candidates to perform well is a reflection on the lack of candidates’ ability to express themselves through writing.

1.6. Learners were required to write a **discursive, descriptive, argumentative or reflective essay.**

Here learners failed to respond appropriately. Responses ranged from very good to very poor. Candidates misunderstood the reference to the word “planet”. Responses tended to focus on community and social issues, rather than environmental e.g. references to unemployment, crime, child abuse, rape, etc. as opposed to issues of pollution, deforestation, global warming, etc. While this was supposed to be a reflective, argumentative, or discursive essay, candidates tended to narrate experiences and not focus on environmental issues and possible solutions. Reading through some responses created a sense of disappointment that our learners are not environmentally literate.

1.7. Learners were required to write a descriptive or narrative essay.

Candidates were required to respond in either a descriptive or a narrative essay. Not many candidates chose to respond to this topic. Many who did failed to perform well as they did not refer to the change brought about by the smile, in other words, their day before the smile as opposed to their day after the smile.

Some responses were touching while others were amusing, e.g. One candidate related the story of a young man that she had her eye on until, horror of horrors, he laughs and his false teeth fall out - needless to say this had a negative impact on her day. A number of responses were negative, e.g. A girl relates the story of a girlfriend who smiled at her and her sixth sense told her that “the smile” meant that she had, had an affair with her boyfriend. The smile in this instance did not mean positive change, but pain instead of joy.

1.8.1. Because this question is based on and interpretation of pictorial stimulus, it is open-ended. Learners here could use **any form of the essay (narrative, discursive, argumentative, reflective, or descriptive).**

Here candidates could write an essay inspired by an illustration which allowed for varied responses. Many candidates opted to respond to this topic due to its obvious topical appeal. Candidates generally performed well, as many of them related personal experiences from the world cup. Others used an argumentative approach in that they spoke about the benefits to the host country. One even went so far as to list all the matches and their scores. Here candidates capitalised on the world cup euphoria, especially the picture of Spain holding The World Cup Trophy.

1.8.2. Because this question is based on and interpretation of pictorial stimulus, it is open-ended. Learners here could use **any form of the essay (narrative, discursive, argumentative, reflective, or descriptive).**

Here once again candidates could write an essay inspired by an illustration. Responses varied from excellent to very poor. Not many candidates chose to respond to this picture. One gets the sense that it may have been too abstract for the majority of candidates.



Once again learners need some form of guidance with regard to the writing of photo essays in class. Photo essay is a neglected form of creative writing. This is a very visual generation and one needs to capitalize on this aspect in empowering learners to use pictorial stimulus in writing. Many resources are available in order to empower learners to use this form of writing. Using pictures and graphics to inspire writing is an invaluable tool in the flow of ideas for writing and also creating themes for creative writing.

GENERAL COMMENTS – Section A

Candidates need to be taught the various forms of essay writing

- Narrative writing
- Descriptive writing
- Argumentative
- Discursive
- Reflective
- Writing based on visual stimuli

We refer educators to *English Handbook and Study Guide* pp. 75 – 76.

Educators need to empower themselves with regard to the above forms of writing.

In writing, the use of language study takes form and shape. It is important that learners need to know how to cross their “t’s” and dot their “i’s”. Educators need to promote Paper 3 as the paper that comprises the most marks. The essay component comprises **50 marks** and learners who write good essays can score well, as the Content component of the marking rubric advantages learners. It has come to our attention through the way learners write, that not all educators use the current assessment rubric for the FET BAND (Grades 10 – 12) First Additional Language to assess creative writing. This is an anomaly as learners are being disadvantaged. We wish to emphasise the basics of language study:

- Tenses
- Spelling
- Sentence construction
- Vocabulary (use of Dictionary, spelling tests, crossword puzzles, word search, word creation puzzles)
- Reading (Creating a reading culture, exposing learners to various texts from various publications – magazines, newspapers, textbooks, novels, etc.)
- Comprehensions (Empowering learners how to answer comprehensions, eliciting meaning, quoting, indentifying figurative language, giving of opinions)
- Semantics (Teaching the meanings of words, emotive language, nuances of meaning, figurative language)
- Punctuation (Use of capital letters, full stops, comma’s, breaking a word into syllables at the end of a line, question marks, exclamation marks, inverted comma’s for direct speech, the use of apostrophe, the use of the hyphen)
- Contractions are inappropriate in essay writing and should be discouraged at all costs e.g. It’s, don’t, can’t, etc.



Educators need to look at the technical aspects of an essay:

- Introduction
- Paragraphing
- Conclusion
- Editing, planning, proof-reading of essays before producing the final product.

Educators should focus on writing as a process, rather than a product.

SECTION B – LONGER TRANSACTIONAL TEXTS

QUESTION 2

2.1. Candidates were required to write an interview with the Director of a government department in order to be awarded a bursary. Many candidates misinterpreted this instruction and wrote the interview between them and the Dean of students or the registrar of a tertiary institution. The issue of style and tone **NEEDS DESPERATE ATTENTION** as the forms and conventions of formal conversation were not followed. The correct format for a dialogue also needs to be taught for learners to correctly attempt this type of question. Responses ranged from very good to very poor. Some learners alluded to the bank loan or bursars office when in conversation with the director. A number of learners wasted many of their words on the exchange of pleasantries instead of getting on with the conversation. While understanding in the light of the above mentioned that the culture of your rural candidates is one where you show extreme respect for someone like a director. We need to carefully consider the specifications of the instructions given in the question. Notwithstanding the directive given in the memorandum where markers are instructed to consider the learners background and cultural preferences.

2.2. Most candidates chose this question as it seemed easy. Responses ranged from good to very poor. One gets the sense from the candidates' responses that letter writing has become the Cinderella of writing in schools. In view of the fact that the email, sms and other forms of electronic writing has replaced the letter as a form of communication, educators tend to neglect letter writing as a kind of "has-been" form of writing. The correct format for a formal letter needs to be taught in order for candidates to perform well in this type of question. The differences between the informal and formal letter needs to be clarified and policed. Style and tone tends to be problematic. Candidates need to be taught about appropriate register and tone in different contexts. Many candidates also failed to address the question in its entirety referring only to their gratitude for the sponsorship while neglecting to refer to the success of the day. It is sad to see how many candidates attempted this question and really scored below average marks because of contextual factors (the correct format not being used).

2.3. Candidates were required to write a newspaper article providing tips on crime prevention. However, many of the candidates who attempted this question failed to interpret it correctly. Many reported on an incident of crime in their community rather than giving general safety or anti-crime strategies.

Learners were not aware of the format required and the style in which a newspaper article should be written. Once again learners are too familiar with electronic forms of media as opposed to the print form of media, thus leaving them at a disadvantage.

A number of candidates misinterpreted the term “victim of crime” to mean becoming a criminal and gave advice on how society should prevent the emergence of a culture of criminality through education and job creation. Drastic measures have to be taken in order to teach learners how to write newspaper articles and general media literacy.

2.4. Very few candidates attempted this question. Those who did generally performed well. However, learners from the very rural centres who attempted this question, performed very poorly. This was due to a lack of knowledge of how to construct an incident report as opposed to investigative or more formal report writing.

Candidates have a misconception of what an incident report is. It is clear that this form of writing is not taught at a school level. The basics in creative writing needs to be emphasised. It is also clear that the commercial and economic benefits of writing somehow need to be advocated at a school level. Learners have the notion that creative writing is just another waste of time. Educators’ attitudes are responsible here, because they see the assessment of creative writing tasks as a burden rather than an opportunity to develop learners’ writing ability. The concern here is for our rural candidates who perform poorly. Drastic measures need to be taken to change the status quo.

GENERAL COMMENTS – Section B

Educators must be aware that learners need to use transactional text construction in their post-matric years. It cannot be emphasised enough that the development of good writing ability is an invaluable life skill. Unfortunately, transactional writing suffers because educators tend to neglect teaching learners the “how to” of this important form of writing. We feel that attention should be paid to the following areas:

- Letter writing (The format of the “informal letter” and the “formal letter”, the differences between the construction and format needs to be emphasised)
- Dialogue writing (The correct format of a dialogue needs to be emphasised)
- Newspaper articles (The correct format needs to be taught to learners, the differences between incident and formal reporting)
- Report (The correct formats of different reports need to be taught to learners e.g. informal report, investigative report, incident report, surveys and research reports)



Educators need to sensitize learners to the importance of appropriate style, tone and register in the various contexts e.g. In the case of this year's Paper, learners had to address the director of a government department and used terms such as "hi", "wow" and "u" rather than more formal terms which would have been more appropriate in the context.

We would like to highlight the teaching of the CONTEXT in which questions are framed when answering questions in Section B.

SECTION C – SHORTER TRANSACTIONAL TEXTS – TRANSACTIONAL / REFERENTIAL / INFORMATIONAL

QUESTION 3

3.1. The attempt of the examiner here is to align Paper 3 with the electronic media. Many candidates chose this question but performed poorly. They do not understand the dynamics of creating an advertisement.

Many misinterpreted the instruction to create a **new product**. Instead they used existing products and advertised pop hair salons in townships that did braiding and the more popular form of hairstyles with prices advertised.

Candidates rely too heavily on illustrations which receive no marks. Candidates did not score very well and our rural candidates scored very low marks. Advertisements are an integral part of our society today and to not include it in an exam paper would be an injustice. Adverts are part of the prescribed curriculum for the FET BAND (Grades 10 – 12).

The poor performance by candidates indicates that advertising is not given the necessary attention it should receive in the classroom. Rigorous advocacy of the graphic media should be done as it would seem as if schools are still in the 18th century grammarian mindset with regard to creative writing. The more modern forms of writing still have not reached the minds of some educators. One gets the impression that there is a form of resistance from the side of educators to teach the more modern forms of transactional, referential and informational texts.

3.2. Candidates had a very poor understanding of what the question entailed. The correct format of a formal invitation needs to be taught.

Many candidates who attempted this question misinterpreted the instructions. Many, instead of inviting other RCL's to come and listen to the motivational speaker, invited the RCL's (whom they invited) to do the motivational speech. Many of the essential details required in an invitation were omitted e.g. date, time, venue, RSVP details, dress code. The invitation was supposed to be written in formal language. This is seriously lacking and points to issues of language, style, register and tone.



The issue of context in which an invitation is sent needs to be emphasised. The phrasing of the question is quite clear, but candidates attached their own interpretation to it. Question Paper awareness needs to be work-shopped with learners and educators in a classroom context, familiarising themselves with phraseology that is used in especially the Grade 12 Question Papers.

3.3. This was by far the most popular question of the Third Paper. Although many learners chose this question, they performed poorly. Responses tended to be confusing.

Many candidates are unaware of directions e.g. differentiating between left and right, differentiating between point X and Y, some did the reverse, the issues of landmarks, differentiating between streets and avenues.

The lack of punctuation had a negative impact on the candidates' performances. The capitalization of Proper nouns (street names, landmarks). Instead of referring to left and right directions they referred to East, West, North and South.

On the positive side, many candidates gave an accurate description of directions using streets but did not use landmarks. The use of point form in this question should be considered for the future as learners wrote the entire response in one sentence.

The lengths of many pieces were far too short, causing candidates to get low scores. Once again the issue of format comes up and it is clear, although this form of question is prescribed in the FET BAND, very little attention is paid to it. This question portrays the realistic way in which this Question Paper was set, catering for the needs of the real world out there, e.g. when you go on tour you use maps with directions, etc.

GENERAL COMMENTS – Section C

Candidates performed average in this section. This was due to a lack of knowledge of how to construct the formats of the short transactional, referential and informational texts. One gets the impression that almost no attention is given to this section as it comprises the lowest mark of Paper 3. This is of great concern as learners can score full marks if they want to with a bit of effort. Much emphasis must be placed on the teaching of the various **formats** necessary to construct the required texts. We refer educators to the *English Handbook and Study Guide* by Marcelle Pincus. This resource has been distributed to all schools nationally. The content is adequate to address most problems. Educators can also access the internet as there are many free resources available (for those who have internet access). Educators should empower themselves with regard to writing for transactional and referential purposes. As an educator, you are only as good as you have empowered yourself. Continuous learning and development of oneself as an educator is of the utmost importance. See comments for Section B regarding language issues.

7. ANY ADVICE THAT YOU COULD GIVE TO EDUCATORS TO HELP LEARNERS TO REACH THE EXPECTED LEVELS

- Learners must be advised to keep within the required number of words. Many candidates wrote in excess of 500 words. Others wrote far too few. The length of texts, as per the instructions in the question paper, need to be adhered to. We recommend that some form of penalty be instituted for exceeding the required number of words. A compulsory instruction should be given in the question paper to indicate the number of words used at the end of your essay.
- Although the planning, drafting and editing of texts are **a must** for the Third Paper, many candidates do not do it at all. Educators here see this as a tedious exercise of no value. It has been found that where centres have taught learners to plan, their performance in the paper has improved. We would like to argue for the department to allow dictionaries in the exam room, especially for our more rural centres. If the allowance of dictionaries realises, the time allocated to candidates should be increased to 3 hours. It has also been noted that candidates do not utilise the current 2½ hours properly. This is due to a lack of Paper 3 advocacy in the classroom. A clichéd but true statement is “that if you fail to plan, you plan to fail”.
- Handwriting issues: bad handwriting, illegible, untidy, too faint, too small, handwriting styles is unacceptable and puts strain on markers’ eyes and impedes the marking process. It also causes candidates to score low marks as you cannot decipher illegible handwriting.
- Formats need to be **taught** and candidates need to **learn** them in preparation for Paper 3. There **is** learning to be done for this Paper. Paper 3 counts **100 marks** – It needs to receive adequate attention in class as well as at home (Learners should be encouraged to read magazines, newspapers, library books, join the library, etc.).
- Lack of adequate vocabulary, atrocious spelling, poor sentence construction and failure to use correct punctuation impacted negatively on candidates’ performances. The indiscriminate use of capital letters is unacceptable for Grade 12 candidates. Learners need to be taught the basics of **SPELLING RULES**. These need to be drilled and policed. Serious attention needs to be given to remediation in our classrooms.
- Attention needs to be given to the teaching of tenses, as the majority of candidates write only in the continuous tense, regardless of the context of the question.
- Reading needs to receive more attention in class as many candidates were unable to interpret the topics as they cannot read comprehensively.



contend with. Educators need to be aware that we are teaching the acquisition of a First Additional Language, which is also the language of instruction for most other subjects in the majority of our schools. Our rural and deep rural centres are affected by this phenomenon, where English is not taught as it should be. Educators should remember that learners have lives after Grade 12 and need to be able to communicate in the labour market. Candidates are ill prepared in our schools as is evident from the texts marked. As examiner, I feel strongly that educators have the responsibility to teach English properly and to expose learners to proper models of English speaking, reading and writing. I list some of the common errors that learners have made e.g.

- ❖ “**The people they** commit crime”
- ❖ “**Pollution it** affects our lives”
- ❖ “**We’re having piece** in South Africa”
- ❖ My **father she**, my **brother she**
- ❖ “They are suppose”

- Common spelling errors:
 - loose hope
 - which happened
 - disappointed
 - piece instead of peace
 - childrens instead of children
 - Incorrect use of apostrophe
 - Word divisions

- Colloquial / informal language:
 - Mom, dad, they’re, they’ve, we’re, etc.

This form of language use is more suited to producing texts of an informal nature such as diary entries, the informal letter, when talking to a friend, telephone conversation, dialogue (depending on the context of the question).

8. ANY OTHER COMMENTS

- The overall level of writing has improved somewhat, but there is need for vast improvement.
- One of the anomalies noted is that educators do not know how to use the marking rubric correctly. It has come to our attention that some educators rely on **impression marking** at a school level. This is completely unacceptable! **All Grade 8 - 12 educators** need to be work-shopped on how to utilise the marking rubric effectively. These workshops should be conducted by Deputy Chief Markers, Senior Markers and experienced External Exam Markers. Subject advisors should organise these workshops in each district.
- A strong advocacy campaign should be launched by the Province, District and Schools promoting Paper 3 as THE PAPER which comprises the largest component of marks. It is here where learners can score good marks. This Paper is very often neglected, yet it can mean the difference between a candidate passing or failing. This Paper comprises 100 marks and even your weaker candidates can achieve a good mark, enabling them to get a good pass or even improve their final grade.



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- It has come to our attention from the assessment of scripts that educator knowledge of creative writing and the formats of the transactional, referential and informative texts is deficient and needs refreshing. We suggest that compulsory workshops be held at a district level in the following areas for educators (Post-Level 1, HOD's for Languages and other Language Educators):
 - Writing as a process
 - Essay writing
 - The formats of transactional, referential and informational texts
 - Editing
 - Planning in writing
 - Paragraphing
 - The commercial value of writing and text production
 - Journal writing (How to reflect on personal experiences)
 - Creativity in writing
 - Advertorial construction (Creating advertisements)
 - Photo essay writing (The use of pictorial stimuli in writing and how to construct a reasonable text based on the picture)
 - The use of semantics and figurative language in writing.
 - Other forms of experimental writing
 - The assessment of creative writing
- Subject advisors, although they provide support services as best they can, should be more vigilant in checking, especially the creative writing component, to see whether educators are doing justice to the teaching of writing in schools.
- In order to strengthen creative writing and to promote writing at a school level, we wish to propose the introduction of Creative Writing Olympiads at a Provincial, Cluster, District and School Level. Creative writing has been a much neglected aspect in this Province as opposed to the more oral forms of expression. We wish to make a very strong case-in-point for this form of competition to take place in view of the large number of learners who are functionally illiterate and would be an excellent opportunity in eradicating this problem.
- Creative writing comes about as a result of the acquisition of a number of literacy skills. One of these literacy skills is reading. In many scripts marked it was painful to give learners low scores due to the majority of words being misspelled, used out of context, words used wrongly, sms texting, tweet texting, and other forms of electronic coding. This is due to lack of exposure to proper models of reading texts. Reading is an essential component in the acquisition of an ordinary and technical vocabulary. **A reading culture** should thus be promoted at a school level. We wish to make the following suggestions on what could be done:
 - Schools should open defunct libraries.
 - Schools could have a weekly reading period.
 - Schools should promote the dramatic reading of stories and role playing texts.
 - The use of newspapers and magazines in general classroom teaching.
 - The use of information technology (where available) – some schools have been issued with a laptop, screen and data projector. Educators are innovative and can create PowerPoint lessons.



- Once again we want to make a case-in-point for the production and distribution of a standardised format and exemplar manual. The following textbooks have been distributed Nationally to all schools according to information sources –

1. *English Handbook and Study Guide* by Beryl Lutrín and Marcelle Pincus
2. *Exam Success Study Guide for English Home Language* by Raymond Doubell and Barbara Elion

While these textbooks are invaluable resources and have helped many educators and candidates, they are insufficient in regards to good formats and exemplars for transactional, informational and referential texts. We wish to make a very strong case for a STANDARDISED FORMAT AND EXEMPLAR MANUAL to be distributed Nationally for English First Additional Language so that educators know exactly what is required and how these above mentioned texts are to be constructed.

Overall the Paper was a fair reflection of what the National Curriculum Statement required from learners. It reflects that all the learning outcomes as prescribed were examined in the various sections of the Paper. Furthermore, the Paper reflects the values of the constitution, especially the value of Ubuntu where you could share across cultures and various experiences as is lived by the people of South Africa through the candidates who sat for the writing of the examination.

ADDENDUM B:

GENERAL

- All creative writing tasks must be assessed strictly according to the rubric provided by the National Department of Education Examination Guidelines. The descriptors for each section are very clear. Adherence to this rubric should ensure fair, objective assessment. Teachers should not award an over-all “impression” mark. Content must be assessed separately from language and style. The awarding of the Content mark must not be influenced by the language and style used by the learner. The final mark for each piece must be indicated as follows: e.g.

Essay	C (content & planning out of 32)	5	=	20
	L (language, style & editing out of 12)	4	=	7
	S (structure out of 6)	4	=	3½
		=		30½/50

Longer transactional texts:

C (content, planning & format out of 20)	4	=	11½
L (language, style & editing out of 10)	3	=	4½
	=		16/30

Shorter transactional/Reference/Informational texts:

C (content, planning & format out of 13)	6	=	10
L (language, style & editing out of 7)	5	=	4½

= 14½/20



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- Teachers should encourage learners to follow the 3 steps in the writing process, viz. brainstorm/mind map/flow chart/key words;
rough copy which should be edited and proofread
final copy.
- In the exam, learners must write down the question number and the topic.
- Teachers are referred to the “Guidelines for the setting of Examination Papers of Languages” for Paper Three (DoE/Examination Guidelines 2009) in order to acquaint themselves with the requirements for this paper.
- Impress upon learners to adhere to the stipulated length for each piece of writing, viz.

Essay:	250 – 300 words;
Longer transactional texts:	120 – 150 words;
Shorter texts:	80 - 100 words.
- Learners are to be discouraged from using sub-headings in their essays.
- Introductions and conclusions in essays need attention. Learners need to be guided in writing effective introductions and conclusions.
- Many learners do not use paragraphs. Teachers need to emphasise and teach how to use paragraphs, i.e. each new idea requires a new paragraph. Each paragraph should contain a topic sentence.
- Sentence construction: it is evident that many learners do not know how to construct clear, coherent sentences. They seem to be under the impression that long, rambling incoherent sentences are the norm. Short, concise sentences are more effective. Teach learners how to use connectors effectively, e.g. however; nevertheless; in addition; owing to; in view of the fact; due to; notwithstanding ...
- Discourage the use of SMS/Mxit language, e.g. u; ure ...
- The use of “etc.” at the end of a sentence, paragraph does not create a good impression as this implies that a person does not know what else to say/has run out of ideas/lack of vocabulary. The use of “etc.” should be discouraged.
- Vocabulary enrichment in the classroom is vital to enable learners to articulate their ideas.

COMMON ERRORS

Below is a list of common errors that need to be rectified in the classroom.

- Words often confused

where / were
prices / prizes
their / there
advise / advice
affects / effects
lose / loose
to / too

- Spelling

every day (two words, when referring to a separate day)
really (double “l”)
gases (single “s”)
grateful (not: “greatful”)
live (not: “leave”)
feel (not: “fill”)
steal not: “still”)
seat (not: “sit”)
beat (not: “bit”)
any more (two words)
a lot (two words)
in front (two words)

- Punctuation

Full stops must be used at the end of each sentence.
Apostrophe is not used to form plurals.
Correct placement of the apostrophe in contractions.
Hyphens, e.g. right-hand side; left-hand side; T-junction; correct hyphenation of words at the end of a line –
hyphen used after a syllable, not anywhere in a word.
South Africa (not hyphenated)

- Incorrect language usage

my friend and I (not: “me and my friend”)
nature (not: “the nature”)
for example (not: “for an example”)
want to (not: “wanna”)
going to (not: “gonna”)
because (not: “cause”)

- Grammar

Rules of concord
Principal parts of the verb
Punctuation rules

