

NSC 2016 CHIEF MARKER'S REPORT

SUBJECT	ENGLISH FIRST ADDITIONAL LANGUAGE		
PAPER	THREE		
DATE OF EXAMINATION:	25 NOVEMBER 2016	DURATION:	2½ HOURS

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

SECTION A: ESSAY

QUESTION 1

1.1 It was just a second, but it changed everything.

The average mark for this question was 26 /50

This was one of the most popular topics chosen by candidates. The expectation was that candidates would perform well in this topic, however, those candidates who chose to respond to the topic did not perform as was expected. The reason for this was that candidates tended to interpret the “second” of change as a “period” rather than as a “set moment” in which the change occurred. Other candidates misinterpreted the topic as relating to “a second chance”. Many responses ended up being very repetitive with candidates restating the title words throughout their essays. These habits have resulted in candidates achieving average results in the topic.

1.2 As I sit here...

The average mark for this question was 31/50

This topic was very open-ended and led to a myriad of responses. Not many candidates chose this topic as it required candidates to literally or figuratively reflect on where they were. Many candidates responded to this literally, writing responses dealing with sitting in the examination venue itself. Some candidates saw this as a pause to reflect on personal and emotional issues and veered off from the original intention of the topic. Your more skilled candidates produced brilliant responses.

1.3 'Many people will walk in and out of your life but only true friends leave footprints in your heart.' - Eleanor Roosevelt

The average mark for this question was 24/50

This topic elicited responses reflecting on personal experiences. Some candidates focused on describing a good friendship without referring to the aspect of “footprints”. Other candidates reflected on people in general rather than on “true friends”. Most candidates interpreted this topic as friends being jealous of them and wanting to harm them. One needed to be careful here because the topic alluded to both negative and positive experiences of friendship. Candidates also responded by arguing whether or not true friendship really had an impact on an individual.

1.4 What a match!

The average mark for this question was 29/50

This topic was generally popular and well answered. Most candidates narrated an account of a sports match which they had watched. The candidates tended to overlook the exclamation mark. The intention of the exclamation mark was for candidates to narrate an experience of a “wow” moment or incident that made it a great event, competition, moment, etc. Some candidates interpreted the topic in terms of personal relationships which were remarkable in some way, for example, two people who have been married for years who are exact opposites or people with striking personalities. Some even interpreted the topic as a catalyst starting an event or a series of events that had either positive or catastrophic results. Some candidates interpreted the topic literally by alluding to matchsticks and boxes of matches.

1.5 Your education does not amount to anything if it does not build your character.

The average mark for this question was 23/50

This topic was not a popular choice and was not well answered. This topic required higher order skills and many candidates misinterpreted it. They ended up writing about the advantages and disadvantages of education. Others simply discussed education and failed to refer to how this builds, or fails to build, character. Some candidates responded that education was not necessary in order to find a job. Candidates also referred to education as creating a sense of superiority and therefore being a gateway to a decadent and immoral lifestyle. Some also referred to education as a way of gaining access to the so-called “party” lifestyle many students enjoy at university.

1.6 **A happy family is the foundation of a stable society.**

The average mark for this question was 28/50

This topic was not well answered. Many candidates who opted for it simply described what constitutes a happy family without making reference to how this leads to a “stable society”. The topic was intended for the candidate who had reasonably developed writing skills. Many alluded to heart rendering tales of horror experiences at the hands of family members and questioned whether a happy family is really the foundation of a stable society. Most candidates did not understand the concepts of stability and society and gave their own rendition of what they thought a happy family meant. Candidates were unable to describe what a happy family is and the idea of a happy family seems to be heavily influenced by television “soapies” being perceived as reality. Candidates were also unable to link the concept of a happy family with that of a stable society.

1.7 **Choose ONE of the following pictures and write an essay on the topic that comes to mind. Write the question number (1.7.1 OR 1.7.2) and give your essay a suitable title.**

1.7.1 **PICTORAL STIMULIS: FACES**

The average mark for this question was 30/50

This was not a very popular choice due to the abstract nature of the pictures which belongs to the cubistic school of thinking. Candidates could have interpreted the picture in any way they saw fit. This is a very open-ended question and could lead to a myriad of responses. Most candidates who attempted this question were highly skilled ones in creative writing. Other candidates who chose this topic and failed to interpret the stimuli correctly, did not perform well.

1.7.2 **PICTORAL STIMULUS: TECHNOLOGY**

The average mark for this question was 26/50

This was not a popular choice due to the abstract nature of the picture which belongs to the impressionistic school of thinking. Candidates could have responded to the picture in many ways as there were familiar items from the world of information and communication technology. Those who responded tended to focus on social media applications and your more popular cell phone information technology applications. The more skilled writers responded very well, however, weaker candidates wrote rambling, repetitive essays that made no sense except for magnifying the social media applications such as WhatsApp, Facebook, Twitter, etc. Some selected a specific technological device and wrote about it.

SECTION B: LONGER TRANSACTIONAL TEXT

QUESTION 2

2.1 FRIENDLY LETTER

The average mark for this question was 16/30

This was the most popular question in this section. Candidates are familiar with the context of the question. Responses ranged from excellent to banal. Most candidates misunderstood the question. While being sensitive to the interpretation of the concept of family in the many cultural contexts of candidates that write this paper, the question limited candidates to writing to a family member who contributes to the household at home in some material way and rarely visits. The focus was for the family member to encourage this person to visit regularly, as his/her contribution was highly appreciated. Candidates wrote from a variety of perspectives not mentioned in the question, for example, a lover, a concerned friend, a concerned partner, a school friend, a sugar daddy, etc. Again it is with great concern that we note that the format of the informal letter (friendly) was used incorrectly, for instance, some did not indicate the sender's address, some did not indicate the introductory salutations and most battled with the ending of the letter by using "Yours faithfully" as opposed to "Yours sincerely" or other affectionate terms associated with the conclusion of an informal letter.

2.2 COVERING LETTER

The average mark for this question was 10/30

This was also one of the more popular topics as it speaks directly to the current situation of school-leaving candidates. One would have expected a better response as the information to write the letter was provided and candidates were simply expected to use and manipulate the information given to their advantage. However, this did not occur. Instead candidates simply regurgitated the information provided in the CV. This led to weird and wonderful responses. Instead of candidates using the name provided in the question, they used their own names. Some candidates wrote their own CV instead of a covering letter. Some provided their own information, not Frederick's, in the covering letter. Candidates did not follow the correct format for the formal letter. Most did not provide the recipient's address and did not add the conclusion. Those who added the conclusion got it wrong, for example, they wrote their names and then added the signature.

2.3 MAGAZINE ARTICLE

The average mark for this question was 9/30

This was a less popular question. Very few candidates attempted this question although it was very topical and was geared towards real life situations. Candidates who attempted this question tended to focus more on the perceptions of

parents as relating to teenage behavioural patterns and did not provide “tips” for teenagers on how to deal with conflict situations between themselves and their parents. Those candidates who attempted this question did not adhere to the expected format for a magazine article but wrote in point form which was acceptable to a certain point. Some just wrote rambling sentences.

2.4 DIALOGUE

The average mark for this question was 20 /30

This was the most popular question answered in this section. Candidates understood the question very well and there were some excellent responses. The challenge here was to develop the dialogue into reality. For the first time in a question paper candidates were instructed to provide a context. This was well done and the ensuing dialogue was also generally well-written. This departs from the traditional way of setting a question on a dialogue. Some candidates did not get the resolution where the money had to be given back. Some opted to keep the money which was not the expected outcome.

SECTION C: SHORTER TRANSACTIONAL TEXT QUESTION 3

3.1 POSTER

The average mark for this question was 7/20

This question was not popular as candidates did not fully understand the instruction. Some could not differentiate between a poster and an advertisement and consequently struggled with the format of the poster. Few candidates were able to reflect on the positive impact of recycling. Candidates’ responses tended to be under the required number of words (80-100). Candidates who chose this question performed very poorly because they had very little understanding of designing a poster and interpreting the instructions given.

3.2 DIARY ENTRIES

The average mark for this question was 10/20

This was the most popular question in this section. Candidates were required to write a “before” and an “after” entry. Most candidates did reasonably well and were able to relate to the question in a personal way. Some candidates missed the whole point of the question and omitted the Life Orientation teacher and simply went ahead and did their own thing. In some cases the diary was confused with a dialogue or a letter, some even had conversations with their lovers. Others used it as a blog for communicating with friends. The reflection on the resolution was the most problematic aspect of marking this question. Candidates tended not to indicate feelings, thoughts and emotions. They performed at an average level in this question.

3.3 INSTRUCTIONS

The average mark for this question was 10/20

This was the second most popular question in this section. Those who chose this question did fairly well. It was very relevant. Candidates who prepared for the oral examinations at the end of the year would have done extremely well in his question. While the question required candidates to focus on preparing and delivering a speech, some only focused on either the preparation or the delivery aspect of prepared oral. Most could not find the balance between the preparation and the delivery aspects of public speaking. Some did not follow any logical sequence when providing instructions. The initial instruction "...has to deliver a speech..." may have, in some instances, confused candidates in the construction of their responses to this question. While there is no prescribed format for instructions, the logical expectation is for candidates to have written in short, comprehensible sentences. This, however, was not always the case, with some writing long, confusing and tedious sentences. There were a few excellent responses where candidates knew how to construct a text of this nature.

SECTION 2:

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.
- 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 from Grade 10 to Grade 12 over a period of three years. Teachers cannot (with success) cover all these texts in Grade 12 only.
- We wish to note with 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 are, 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 and

muddled writing. To counteract poor sentence construction, teachers should focus on “joining sentences” using the appropriate conjunctions when covering grammar.

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 • 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 	<p>Here websites you might like to 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 • CreativeWritingPrompts.com . • Fifteen Minutes of Fiction • Imagination Prompt Generator • Bonnie's Online Story Spinner <p><u>Writing Mechanics</u></p> <ul style="list-style-type: none"> • Grammar Girl • The Owl . • Web English Teacher GrammarBook.com • AutoCrit Editing Wizard <p><u>Writing Forums</u></p> <ul style="list-style-type: none"> • WritingForums.org • Writing.com . • The Water Cooler . • About Fiction Writing Forum . • The Writer's Beat . <p><u>Getting Published</u></p> <ul style="list-style-type: none"> • First Writer - Agent Query • Literary Marketplace • Duotrope's Digest • Funds for Writers
	<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

<ul style="list-style-type: none"> Figurative and Literal Language 	<p>Grade 12 English First Additional Paper 3: Writing ... Department's website – www.education.gov.za. The CAPS Steps writing longer transactional texts</p>
<p>OBSERVATIONS ABOUT CREATIVE WRITING</p>	<p>TIPS TO ENCOURAGE LEARNERS TO WRITE</p>
<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) 	<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 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....