



EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

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2019 NSC CHIEF MARKER'S REPORT

SUBJECT		ENGLISH FIRST ADDITIONAL LANGUAGE
PAPER		3
DURATION OF PAPER :		2½ HOURS
DATES OF MARKING		01-15 DECEMBER 2019

SECTION A

ESSAY TYPE QUESTIONS

1.1 2019

The average for this question was 34/50 (68%)

This was the topic of choice for the majority of candidates. Responses ranged from excellent to banal. This topic was very open ended and could be expressed and interpreted in a myriad of ways. Most wrote about their matric year experience(s) and how special it was. Some wrote about 2019 as an initiatory year transitioning into real life. There were those who saw 2019 as a symbolic rite of passage as an experience of journeying with others and ultimately learning to become independent. Others related how 2019 brought joy and elation to some it also brought pain, heartbreak, death, loss and great sadness through unexpected events, the loss of siblings, unwanted pregnancies, abortion and even criminal activities. The more brilliant candidates wrote exceptional responses and gave unusual interpretations to the topic e.g.: a candidate wrote his essay in the form of an acrostic using the four numerals found in the title and elucidated on each of them. One candidate used 2019 as the number of a hotel room "Room 2019" which a pretty girl frequented whom he/she adored. Overall those who chose this topic mainly wrote about the last year of their schooling and their goals beyond 2019.

1.2 Finally, there was...

The average for this question was 25/50 (50%)

Not many candidates attempted this topic. The responses assessed were those from your more affluent and articulate candidates who gave very mature interesting, intelligent expositions and nuances on this topic, there were also however those who gave very poor mundane renditions of this theme. The writing cycle model (planning, drafting, editing and final draft) as proposed in the CAPS document for FAL would have benefitted these learners immensely if they had applied it as they should.

1.3 I realise that I am responsible for my own happiness

The average for this question was 30/50 (60%)

This topic was the fourth most popular choice of candidates. Responses to this topic were varied and mostly narrative in which candidates shared and related painful events, horror stories and various familial circumstantial happenings in their lives before undergoing some 'epiphanical experience' and discovering that they were responsible for their happiness. Several candidates alluded to having depression or were 'manic depressives' as one candidate put it, and discovered that happiness or 'taking charge of your own happiness' was the antidote to depression. Sadly, some candidates tended to misinterpret the topic by only writing on one aspect of the topic: 'happiness' or the 'adversarial circumstances' which they are experiencing. One candidate concluded that she could never find happiness as life had dealt her some very cruel blows and that it was only for those who were fortunate to have a disposition towards happiness.

1.4 Good fences make good neighbours

The average for this question was 11/50 (22%)

The aforementioned topic is an English 'proverb' or 'idiom' which was not a popular choice by candidates. It was expected that candidates would have chosen this topic as it is an 'idiom' or 'proverb' found in texts, textbooks and in the public domain at large, the title of a well-known poem and the title of a recently released movie. Unfortunately, candidates who chose this topic gave very poor expositions. They tended to isolate one aspect of the topic that of: 'neighbours' and 'neighbourliness' instead of giving a holistic interpretation or exposition of the topic. Other candidates who also chose this topic went to the other extreme and wrote only about 'fences' or 'imaginary fences' that were erected between themselves, family and friends. Overall no candidate was able to really give a fair interpretation or exposition of what this topic really meant. Again it is a reference to or reflection of the knowledge gap that exists amongst educators and how seriously preparations for writing this paper are made.

1.5 An amazing person

The average for this question was 36/50 (72%)

This was the third most popular topic that candidates chose. The topic is very open-ended and tended to lend itself to a more narrative approach in writing. Most candidates who selected this topic gave an exposition about their 'mothers' or a person who fulfilled a 'matriarchal' role in their lives as being their 'amazing' person. Others wrote about, fathers, a grandparent(s), priests, siblings, teachers, politicians and other persons of importance who were their 'amazing' person. They alluded to the values, convictions and guiding principles they imparted to them. Sadly, some candidates did not respond as expected, one candidate chose a 'DJ' as his amazing person and instead of writing about what was amazing about the 'DJ' wrote about the style of music "Hip Hop" as having an amazing influence on them.

**1.6. 'Whatever the mind can conceive and believe, the mind can achieve'
- Dr Ntokozo Hlongwane**

The average for this question was 34/50 (69%)

Not many candidates chose to write on this topic. The responses to this topic ranged from exceptional to inadequate. Candidates who had a good command of their additional language performed well and could give a reasonable exposition of all three aspects demanded by the topic nl.: 'conceive', 'believe' and 'achieve'. Other candidates who attempted this topic were not able to integrate all three aspects and elucidated on only one of the aspects, producing poor responses. This topic was aimed at candidates who had an above average command of their first additional language and a good argumentative acumen. It is also heartening to note the examiners attempt to give an African flavour to the paper which is very welcome.

1.7 PICTORIAL STIMULUS

1.7.1 A teddy bear

The average for this question was 32/50 (64%)

This was the more popular choice for candidates who chose to respond to the pictorial stimulus. Candidates responses ranged from exceptional to elementary. They mainly wrote about their childhood days and the happy memories the teddy bear image evoked. Some candidates chose to give abstract, symbolic and allegorical interpretations writing about how the teddy was a surrogate parent, a security crutch, a buffer against the dark, a companion when lonely and an imaginary friend. None mentioned the heart the teddy bear was holding.

1.7.2 A man on a road

The average for this question was 34/50 (69%)

The nature of this picture was abstract hence the kind of responses it elicited. Candidates who chose to write on this pictorial stimulus appealed to candidates who had a good command of their First Additional Language. They wrote about the future, emotional journeys they were on, racing and how life could be like a canvas on which you paint each day. Overall this pictorial stimulus was not a common choice for candidates as it lent itself to thinking outside of the box of what to write on.

**SECTION B
LONGER TRANSACTIONAL TEXTS**

2.1 FRIENDLY LETTER

The average for this question was 17/30 (58%)

This was by far the most popular choice of candidates in this section. Responses ranged from excellent to banal. The question was set in order to afford learners the opportunity to score well, especially those who have an average to poor writing ability. Unfortunately, many gave poor responses that were disappointing. Candidates tended not to follow the instruction(s) given in the question and instead responded by giving the names of places and other attractions without mentioning the particular Province. Candidates also tended to ignore the format of a friendly letter nl.: the sender's address, introductory and concluding salutations, and the correct conclusion/ending of a letter e.g.: yours sincerely, yours affectionately or another appropriate form of ending from the myriad of examples available for this type of text. The friendly letter in its

current form is an archaic form of writing according to candidates and in the recent past the responses to this writing form has increasingly become poorer especially with regard TO CONTEXT AND FORMAT. We are moving and have moved to more digital and other forms of communication technology and it would be worth considering including a question or question(s) that include your electronic or digital formats of writing.

2.2 SPEECH

The average for this question was 16/30 (55%)

This was not a popular choice of candidates. The candidates who attempted this question were those who were more articulate in their first additional language. Candidates were able to construct reasonable texts and give good advice and tips on how to read effectively and create a reading culture. Many explored their own journey in reading and outlined the benefits that it brought to them. Again, sadly there were those candidates who attempted this question who had no clue as to what they were writing about. The format of a speech needs serious attention and revision with prospective candidates. Most candidates got their introductions and conclusion confused or had none at all. They just merely plunged into the content and left their audience hanging somewhere.

2.3 COVERING LETTER

The average for this question was 24/30 (80%)

This was not a question of choice for candidates. Very few responses were recorded. Responses from those who chose to respond to this question ranged from exceptional to inadequate. There seems to have been some confusion as to how a covering letter should be constructed. Some candidates reproduced the given CV verbatim. This question was handed to candidates on a platter and was the easiest of the questions set for Section B. All that was required by candidates was to manipulate the given information from the CV and to write the letter from perspective of the applicant (Zanele) for the advertised post of caregiver at the old age home. If those candidates who performed poorly had given a reasonably constructed response as required they could have scored well. Unfortunately, the exact opposite transpired, as already stated, not many chose this topic. They ignored the fact that they needed to take on the persona of 'Zanele' when writing the letter. It also emerged that most candidates seemed unfamiliar with this form of questioning, although it is clearly outlined in the Examination Guideline Document (2017) for questioning in SECTION B.

2.4 NEWSPAPER ARTICLE

The average for this question was 0/30 (0%)

This question was designed to appeal to and attract the attention of candidates and to give them the opportunity to write about one of their favourite subjects: the benefits of using social media applications. There was no recorded response to this question. No opinion can thus be expressed.

SECTION C

SHORTER TRANSACTIONAL TEXTS

3.1 DIARY ENTRIES

The average for this question was 13/20 (68%)

This was the most popular question in this section. Responses ranged from exceptional to inadequate. Candidates could relate to this question very well and achieved good scores. There were a few humorous responses where candidates referred to the principal as an “old goat”, “the top dog”, “the old b...”, the old geezer”. Markers also had to be careful as to how they read and assessed this piece of writing as the visit of the principal could have a positive or negative outcome. Overall candidates did very well as they were familiar with the context of the question.

3.2 INVITATION CARD

The average for this question was 10/20 (54%)

This was the second most popular question in this section. Candidates responded moderately to very poorly. Although the instructions and the ‘specifics’ were very clear candidates failed to respond to the question as required and invited people to a drama or a play instead of inviting them to listen to the local actor do a presentation. Most in their responses did not mention the actor at all. It seems as if they just plunged into constructing an invitation. While there are a myriad of formats for the invitation due to the varying contexts of events and ceremonies, candidates should be taught the basics of invitation construction and how it can be adapted or manipulated to accommodate the context of an event.

3.3 INSTRUCTIONS

The average for this question was 9/20 (46%)

This was the least popular choice in this section. Candidates did not fully understand this question. They were supposed to provide ‘instructions’ about ‘getting a suitable wedding venue for their cousin’. Responses ranged from exceptional to very poor. Candidates tended to write ‘directions’ instead of ‘instructions’. The following phrase in the question ‘has given you a set of instructions’ could possibly have confused candidates causing them to give ‘directions’ instead of ‘instructions’.

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” and using the appropriate conjunctions when covering grammar.
- Candidates’ writing displays a lack of exposure to exercises that test language structures and conventions. Candidates’ have difficulty with using the correct tenses, using the infinitive, modal verbs and concord. Educators and subject advisors MUST ensure that language structures and conventions are taught extensively in the FET band.

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 	<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 • 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 .

<ul style="list-style-type: none"> • 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 	<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 Grade 12 English First Additional Paper 3: Writing ... Department's website – www.education.gov.za. The CAPS Steps writing longer transactional texts
<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 / 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....