

CHAPTER 2

ENGLISH FIRST ADDITIONAL LANGUAGE

The following report should be read in conjunction with the English First Additional Language question papers of the November 2017 Examination.

2.1 PERFORMANCE TRENDS: PAPERS 1 – 3 (2014 – 2017)

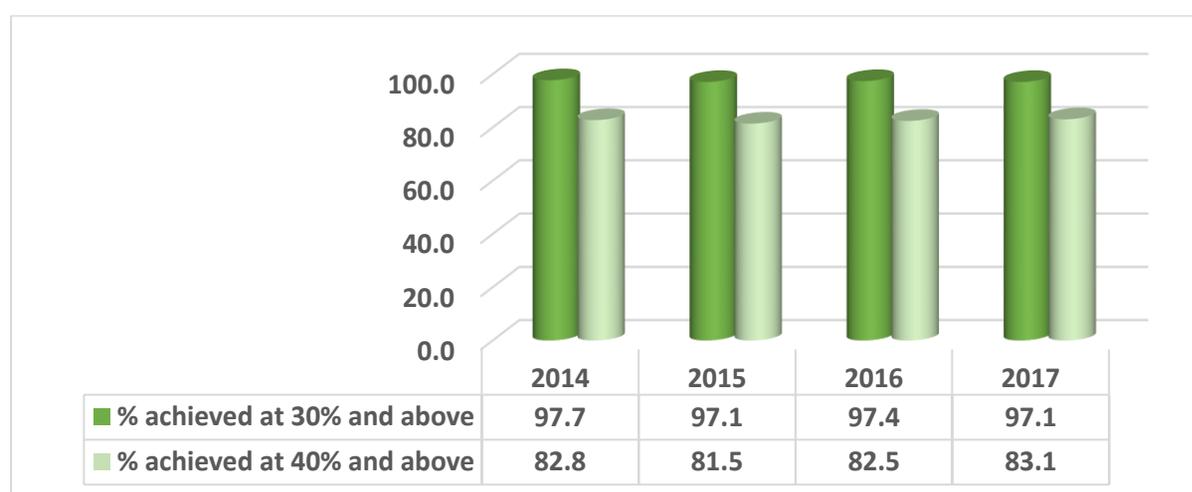
The general performance of candidates reflects a slight decline compared to that of 2016. In 2017, the following features are noted:

- The number of candidates writing the subject decreased by 44 141.
- The general achievement of candidates decreased slightly this year, as indicated by 97.1% of candidates achieving at 30% and above. However, the percentage of candidates achieving at 40% increased to 83.1% in 2017.

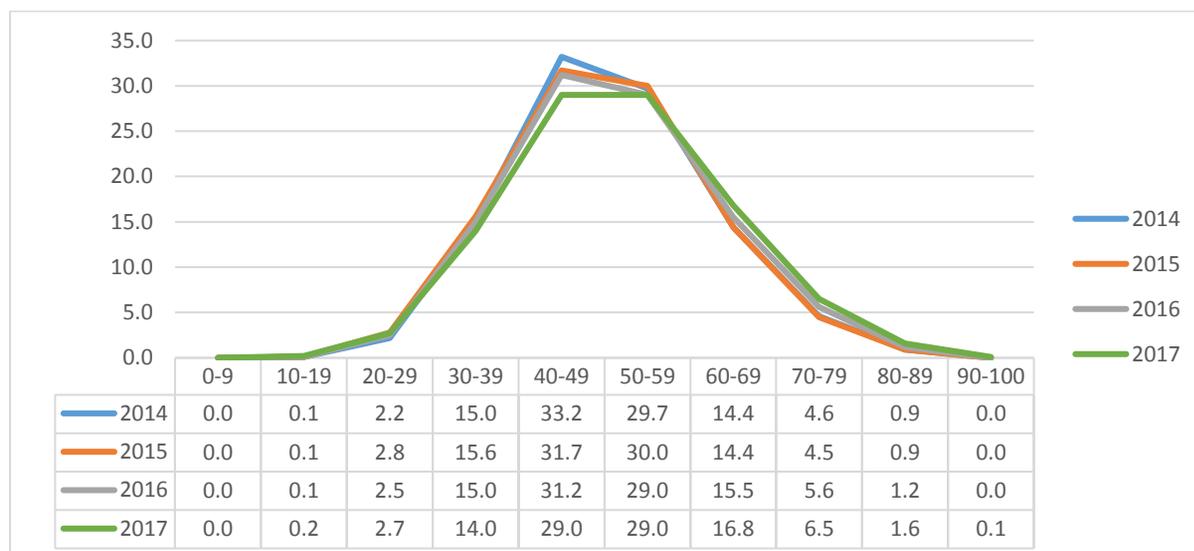
Table 2.1.1: Overall achievement rates in English First Additional Language

Year	No. wrote	No. achieved at 30% and above	% achieved at 30% and above	No. achieved at 40% and above	% achieved at 40% and above
2014	432 933	423 134	97,7	358 373	82,8
2015	543 941	528 157	97,1	443 083	81,5
2016	547 292	533 235	97,4	451 376	82,5
2017	503 151	488 572	97,1	418 018	83,1

Graph 2.1.1: Overall achievement rates in English First Additional Language



Graph 2.1.2: Performance distribution curves (English First Additional Language: 2014–2017)



From the above graphs it is evident that, in 2017 there was an improvement in the performance of candidates who achieved at 40% and above. However, there was a slight decrease (0,3%) in the percentage of candidates who attained 30% and above.

2.2 OVERVIEW OF LEARNER PERFORMANCE IN PAPER 1

General comments

There has been a considerable improvement in performance. However, the open-ended questions remained problematic.

Candidates who did not do well displayed a lack of vocabulary and a clear inability to interpret questions beyond lifting information from the passages or visual stimuli.

Performance in the summary question showed great improvement. However, too many candidates were still not able to use their own words.

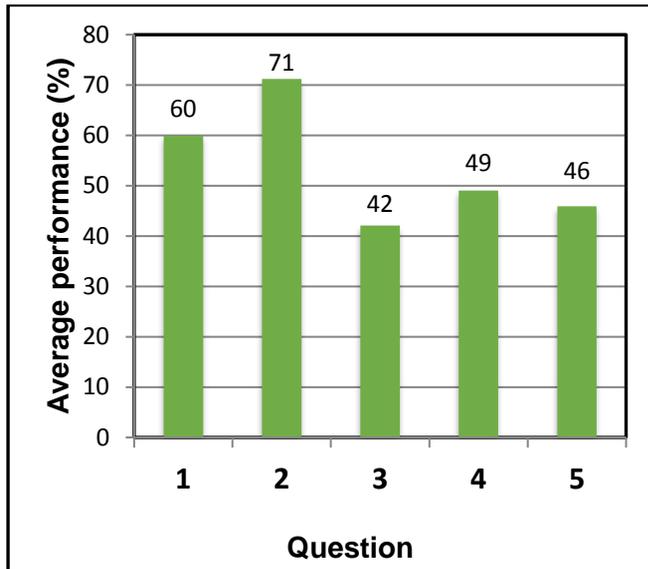
Answering the question testing advertising skills appeared to be challenging to many learners. Performance in this question yielded the poor performance compared to the other questions.

Performance in Q5 remains a concern. A large number of candidates could not answer some basic language conventions correctly. Formal language skills deserve attention.

2.3 DIAGNOSTIC QUESTION ANALYSIS FOR PAPER 1

The graph below is based on data from a random sample of candidates. This graph might not accurately reflect national averages, but it should still be useful in assessing the relative degree of success achieved by candidates.

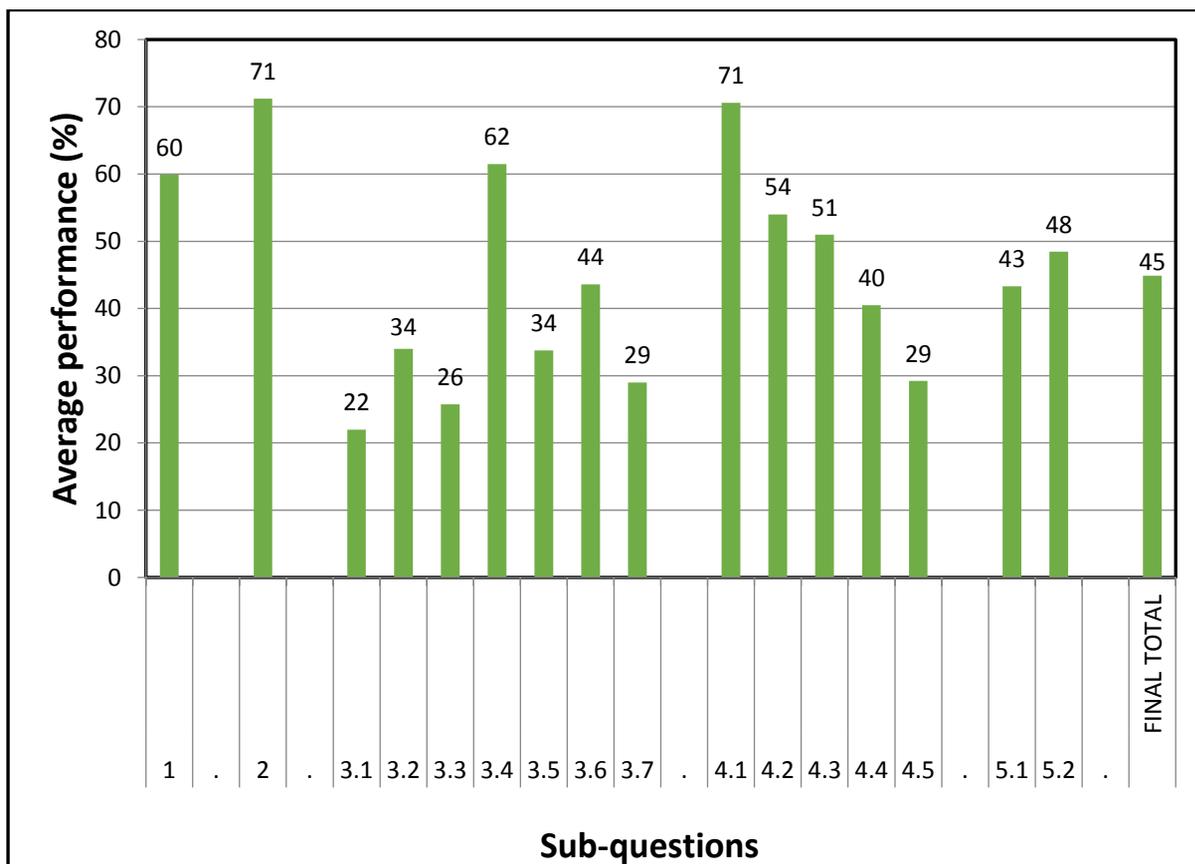
Figure 2.3.1: Average marks per question expressed as a percentage in Paper 1



Q1	Comprehension
Q2	Summary
Q3	Analysing an advertisement
Q4	Analysing a cartoon
Q5	Language and editing skills

In this sample, the performance of candidates in Q3 and Q5, which tested advertising, as well as language and editing skills, continued to decline. This is the section of the question paper where candidates achieved the lowest marks. Candidates performed best in Q2 which assessed summary writing skills.

Figure 2.3.2: Average marks per sub-question expressed as a percentage in Paper 1



2.4 ANALYSIS OF LEARNER PERFORMANCE IN INDIVIDUAL QUESTIONS IN PAPER 1

QUESTION 1: Comprehension Test

Common errors and misconceptions

- (a) A large number of candidates did not fully understand the phrase *have in common* in Q1.1. Candidates merely stated *historical and cultural* without answering the question or attempting to contextualise these two words.
- (b) Many candidates ignored the instructions given in Q 1.2. Candidates merely lifted information from the first two sentences of paragraph 2 and these did not meet the requirements of the question.
- (c) For the multiple-choice questions, candidates failed to understand the meaning of the word *era* in Q1.3, while some candidates could not identify the figure of speech in Q1.18.
- (d) There was a general lack of understanding of the concept *Baby Boomers* in Q1.4.1, leading to a loss of marks in this question.
- (e) In Q1.4.2, learners focused on specific artists rather than the type of music of the era. There was a lack of understanding of *rock and roll*.
- (f) Candidates interpreted the term *street smart* literally in Q1.5. They were impeded by their limited vocabulary.
- (g) Most candidates who did not get marks for Q1.6 missed the phrase *according to the writer* and responded without considering the context.
- (h) In Q1.7, candidates did not understand the concept *born frees*.
- (i) OWN WORDS were a prerequisite in Q1.8. Some candidates merely *quoted* and therefore lost marks. Some candidates did not get to the expected difference, i.e. from what *time* the two generations were exposed to technology.
- (j) Candidates could not show the difference between *screen communication* and *personal communication* in Q1.9.
- (k) The answer to Q1.11 had two parts – the generation to which Radebe belonged and one of the characteristics of this generation as encapsulated by Radebe. Learners failed to present both parts of the answer.
- (l) In Q1.13 and Q1.19, candidates had difficulty in taking a stance and providing relevant, text-based substantiation. Candidates' limited vocabulary led to their inability to express their views effectively.
- (m) Many candidates failed to connect the title of the passage to the contents of the passage in Q1.14. This was an open-ended question and unfortunately, there were many learners who were unable to provide a coherent, relevant discussion.

- (n) Many learners failed to mention that these symbols were to be found on the labels, tags attached to clothing in Q1.15. They merely responded: *on/in the cloth (sic)*.
- (o) In Q1.17, candidates did not answer comprehensively by stating that the iron must be set on the warm/medium setting, or the clothes must be ironed using a warm/medium temperature. Many merely answered, *warm/medium*.

Suggestions for improvement

- (a) Teachers should use every available opportunity to expose learners to various texts to hone their comprehension skills. These should include visual texts, good verbal texts as well as audio texts. If learners understand that not only the reading passage but also the questions have to be understood, the quality of their responses should improve.
- (b) The importance of adhering to instructions should be instilled in learners. They must be taught to scrutinise questions for key words and instructions, like *name*, *explain* and *state*, to ensure that marks are not lost. Furthermore, learners must be taught to differentiate what each instruction requires of them; for example *name/list* as opposed to *explain/discuss*. Vocabulary can and should be built actively. Learners should be encouraged and motivated to engage with good texts and, while doing so, to use dictionaries, thesauruses and other learning aids. There is not a single aspect of this question paper which will not benefit from such an exercise.
- (c) Teachers should demonstrate and teach learners how to formulate opinions based on a given text in order to see a definite improvement in performance for open-ended and opinion questions.
- (d) Interpreting figurative language is closely related to the ability to infer. This should be taught and the best way is to expose learners to a variety of good texts. Only by teaching them to find meaning below the surface of a text (reading between the lines), will teachers empower their learners to perform well in the questions with a higher cognitive demand.
- (e) Learners should be offered frequent opportunities to answer questions of the same complexity as those in the final examination. They should be familiar with the skill of analysing and responding to a question requiring more than a simple response for example, when a difference between two aspects has to be shown.
- (f) There is always a possibility that the reading passage in an examination will not be interesting to every candidate, or even that it will contain subject matter with which the candidate is not familiar. It is therefore essential that teachers broaden the horizons of their learners by exposing them to various reading material in class, engaging them in topical discussions and teaching them to utilise the reading passage when responding to the questions.

QUESTION 2: Summary

Common errors and misconceptions

- (a) Some candidates did not adhere to the instruction to summarise the text into a list of facts on *how to plan an event successfully*. These candidates merely condensed the passage and often ended up with a summary containing only one or no relevant facts.

- (b) The absence of reading comprehension skills was identified in some very incoherent responses where candidates quoted haphazardly from the given passage.
- (c) In some cases, candidates wrote miniature essays offering innovative *planning tips* of their own, not adhering to the instruction to summarise using the provided passage.
- (d) Many candidates presented their responses in the same format as that of the marking guideline, including both quotations and paraphrase. This led to the word-limit being exceeded with a resulting loss of marks.
- (e) Some summaries were presented in paragraph form, despite the point-form summary having been set for many years now, as prescribed by CAPS. Candidates were not penalised for using the wrong format. However this often led to the candidates exceeding the word-limit and omitting key fact

Suggestions for improvement

- (a) Learners should be afforded multiple opportunities to practise the skill of summarising information so that they can hone this essential skill. The curriculum requires this ability to summarise information from the early grades, and this skill should be well refined by Grade 12.
- (b) Learners should be taught that the summary must be written in full, coherent sentences.
- (c) Different ways of using own words to express facts identified in the text should be taught, for example using active/passive voice, turning a negative statement into a positive one, and the use of synonyms. The format used in the marking guidelines can be a useful teaching tool, but learners should be made aware that their final summaries should not contain any quotations.
- (d) This summary lent itself very well to the use of the imperative form – teachers should familiarise their learners with this language skill.
- (e) Learners should be taught to master the format of the point-form summary – this is one aspect of the question paper which should not be intimidating at all, as it has been asked in this form since 2000.

QUESTION 3: Analysing an Advertisement

Common errors and misconceptions

- (a) Many candidates were unable to interpret the advertisement correctly. In Q3.1, candidates could not identify the online service that was being advertised.
- (b) Even though questions on the *target audience* have been asked in the past examination papers, many candidates could still not understand the term. The candidates limited their responses to *students* only in Q3.2. Most candidates did not understand *Ready to Work*. It was interpreted as a company and not a brand name in Q3.3.
- (c) In Q3.4, many candidates quoted too many or too few words, whilst others quoted irrelevant information.

- (d) Candidates did not understand the meaning of *essential* in Q3.5 or lacked the grammatical understanding of a synonym.
- (e) In Q3.6, candidates could not explain how the appearance of the woman supports the message of the advertisement. Many candidates focused more or only on the facial expression or appearance than the attire of the woman.
- (f) Many candidates could not discuss the effectiveness of the slogan, *Ready. Set. Go. Prosper* in Q3.7. They merely regurgitated the slogan in a simple sentence like 'You must get ready, then set yourself and go and prosper in the world'.

Suggestions for improvement

- (a) Advertising skills and techniques should be taught, reinforced and practised regularly.
- (b) Exercises to hone learners' knowledge of advertising techniques and terminology, for example, 'target audience'; 'visual and verbal techniques', should be done regularly.
- (c) Expose learners to a variety of advertising texts so that it will enrich their understanding and enjoyment of the genre.
- (d) Learners should be taught that not every advertisement promotes a specific product, some advertise a service, manufacturer, an idea or a lifestyle, among other possibilities. Being able to identify the purpose of an advertisement or any text is an important reading and understanding skill.
- (e) Frequent opportunities to interact with a variety of advertising texts will boost learners' self-confidence so that they will be able to evaluate the effectiveness of an advertisement and be less hesitant to voice an opinion in answering more demanding questions like Q3.7.

QUESTION 4: Analysing a Cartoon

Common errors and misconceptions

- (a) Q4.1.1 was intended to be the simple first question to ease candidates into the cartoon. However, most candidates could not detect the correct visual clue from the picture. Some candidates wrote *big eyes* instead of *wide-eyed*.
- (b) Candidates struggled to express themselves clearly in Q4.1.2 because of a lack of understanding.
- (c) In Q4.1.3, candidates who answered this question incorrectly, lacked knowledge of parts of speech.
- (d) Candidates did not know that an exclamation mark with a beaming face meant having experienced an 'A-HA' or *Eureka!* moment, which amounted to having a brainwave or a bright idea.
- (e) In Q4.3, candidates failed to see the link between the various frames, which was a requirement to work out the answer to this question.

- (f) In Q4.4.1 and Q4.4.2, candidates could not interpret or identify body language in terms of actions and feelings. They were expected to describe Calvin's body language and to explain what his body language suggested about his feelings.
- (g) Most candidates could not detect or understand the humour in this cartoon and therefore found it difficult to express an opinion in Q4.5.

Suggestions for improvement

- (a) The basic features of visual literacy must be taught. Candidates must know and be able to explain terms like *visual clue*.
- (b) The language section of the question paper starts with Q3. The observation is that candidates treat the advertisement and cartoon questions as additional comprehension exercises. Finding a language question like parts of speech anywhere in the language section of a question paper should not be a surprise. Teachers must teach ALL the basic language structures and conventions as listed on pp 46–48 of the CAPS document.
- (c) Regular exposure to cartoons is not only an enjoyable way of teaching an abundance of skills, but it is also essential in equipping learners for the visual literacy section of the question paper. There are many visual texts available on the internet, in the press and in textbooks, and learners can also be invited to bring some of their own.
- (d) Learners should be taught to re-read the questions and their own answers to ensure that they have answered sensibly, and to get rid of any incoherence that might have crept into a response.

QUESTION 5: Language and Editing

Common errors and misconceptions

- (a) Identifying and correcting language errors have become a regular part of Paper 1, but many candidates still found it very challenging. This exercise required reading and language skills as well as some technical knowledge, which were lacking in many candidates.
- (b) In Q5.1.2, candidates were unable to provide the singular form of the word *fungi*. Candidates had difficulty understanding the word *fungi*.
- (c) Many candidates were unable to change the sentence from active to passive voice in Q5.1.3. They struggled with the tense.
- (d) Most of the candidates did not understand the word *tag* in Q5.1.4.
- (e) Most candidates were unable to change a sentence from direct to reported speech in Q5.1.5. They were also unable to use the appropriate tense when changing the sentence. Some punctuated the sentence incorrectly.
- (f) In Q5.1.6, many candidates showed no understanding of how to write a sentence in the negative form.

- (g) Learners were unable to combine the two sentences into one in Q5.1.7. They changed the key phrases *a cup of coffee* and *toasted bread* which made the answer incorrect as the two were not interchangeable.
- (h) In Q5.2.1, many candidates did not know how to change a sentence to the simple future tense.
- (i) Many candidates confused 'parts of speech' with 'figures of speech' in Q5.2.
- (j) Q5.2.3, was answered incorrectly because candidates lacked knowledge of degrees of comparison. Some responded by giving *good – better – best* instead of just giving the correct answer.
- (k) Candidates struggled to spell the word *competition* correctly in Q5.2.4 and therefore lost the mark.
- (l) Q5.2.5 asked for a homonym. Many candidates did not know what a homonym was and could not construct a correct sentence, opting for words they could not spell or difficult constructions, and thus lost the mark.

Suggestions for improvement

- (a) Learners should be exposed to texts with errors and be given guidance on how to correct the errors. This can be done both orally and in writing.
- (b) The CAPS document lists the language structures and conventions which are to be taught – teachers should utilise this and remember that regular practice in applying these skills is essential. Some basic skills might have been taught in an earlier grade, but the learners need to practise regularly to retain the skill.
- (c) Teachers must ensure that the jargon of the language paper does not become a stumbling block to the learners. A candidate who does not recognise the terms 'reported speech' or 'homonym/synonym/antonym' will lose marks even if he/she might unknowingly have mastered the skill to respond to a question on that aspect.
- (d) When preparing learners for the final examination, teachers need to plan carefully and include frequent exercises and class tests to monitor the learners' progress and identify problem areas for remediation.
- (e) The ability to construct a simple sentence should not be a point of contention at Grade 12 level. Candidates must practise this skill (constructing a simple sentence) and they should not use words or constructions that they have not mastered well.
- (f) Remedial work after tests and examinations, and also after any written work, will yield good feedback to learners and impact positively on their results, not only in this question paper, but also in P2 and P3.
- (g) Past question papers are useful revision tools, but they should not become a limiting or prescriptive source. Learners deserve to be given as many opportunities as possible to interact with texts from a broad range of sources.

2.5 OVERVIEW OF LEARNER PERFORMANCE IN PAPER 2

General comments

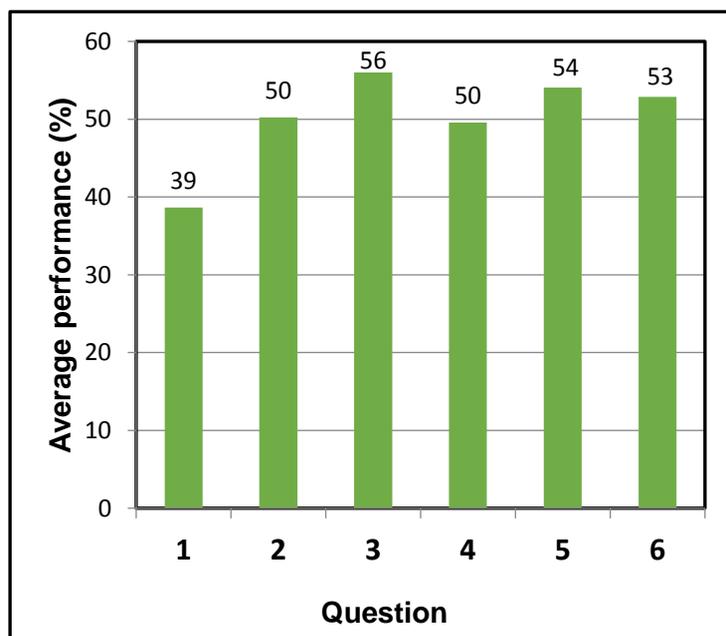
- (a) Some candidates still appeared to have read the prescribed texts very superficially (if at all). These candidates then treated the question paper like a comprehension exercise, offering all their responses based on the given extracts.
- (b) The candidates who performed well had a good knowledge of and insight into the texts and also managed to respond in accordance with the instructions and the mark allocation.

2.6 DIAGNOSTIC QUESTION ANALYSIS OF PAPER 2

The following graph is based on data from a random sample of candidates. While this graph might not accurately reflect national averages, it is useful in assessing the relative degree of challenge of each question as experienced by candidates.

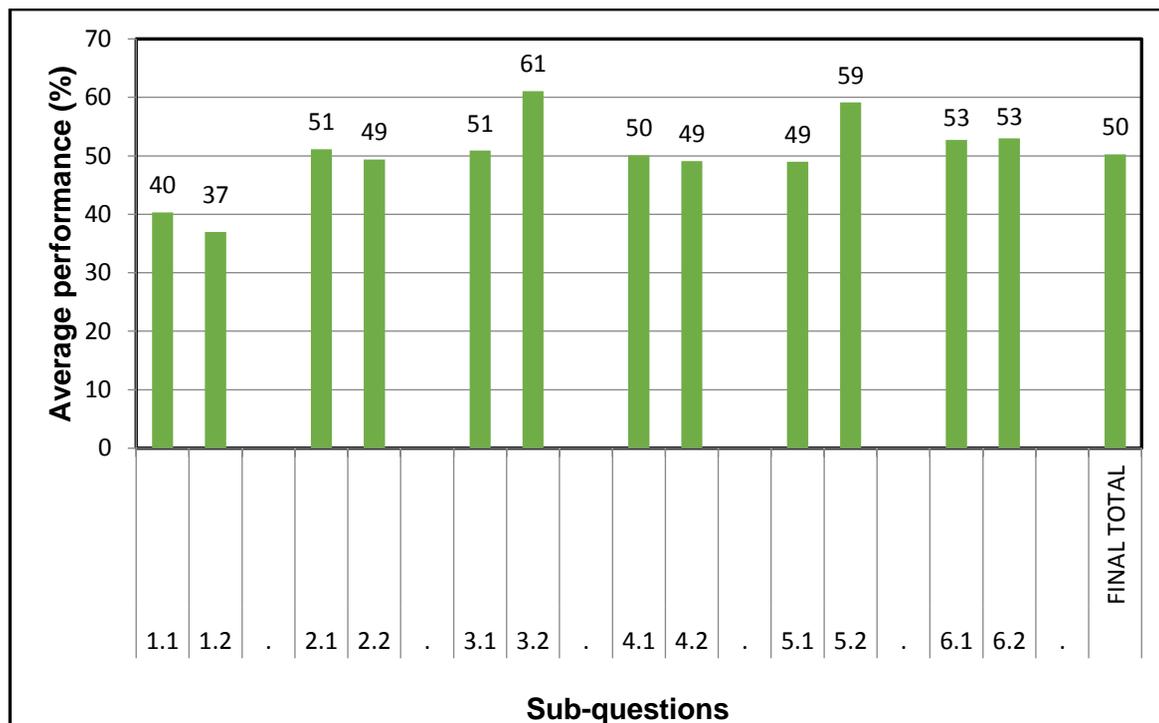
Candidates performed least successfully in Question 6 (*Poetry*) while they performed the best in question 1 (*Cry, the Beloved Country*). The most popular questions were 4, 5 and 6.

Graph 2.6.1: Average marks per question expressed as a percentage in Paper 2



Q1	Cry, the Beloved Country
Q2	Strange Case of Dr Jekyll and Mr Hyde
Q3	Macbeth
Q4	My Children! My Africa!
Q5	Short Stories
Q6	Poetry

Graph 2.6.2: Average marks per sub-question expressed as a percentage in Paper 2



2.7 ANALYSIS OF LEARNER PERFORMANCE IN PAPER 2

Common errors and misconceptions

- Executing choices seemed to have been a challenge for many candidates. They started answering questions as they were presented in the question paper, entirely disregarding the instructions, table of contents and checklist provided in the paper.
- Where a question required a certain number of responses, candidates wasted time with lengthy answers but could not be credited as only the required number of responses was assessed. This principle is followed across all subjects and is the only valid and fair way to prevent the marker from choosing the best responses on behalf of the candidate.
- Every question across all the genres included level 1 and 2 questions, requiring candidates to recall details from the texts. The fact that so many candidates had difficulty responding to these questions points to a lack of preparation, a lack of teaching, or a combination of these.
- When asked to identify and or discuss the purpose of stylistic devices e.g. Q1.1.4 (a+b) and Q2.1.4 (a+b) candidates often displayed a lack of knowledge and skills. Some could not identify these devices, and even more could not explain why the devices were used or how they contributed to the text.
- The questions on identification and discussion of tone (e.g. Q1.1.3(a+b) and Q2.1.3(a+b)) presented challenges to some candidates.

- (f) Most candidates were unable to respond effectively to the questions testing irony (e.g. Q3.1.5(c), Q4.1.4 and Q5.1.6). Most could not identify the irony or use both elements to explain the irony, which is a requirement to score any marks.
- (g) The questions on characterisation in this year's question paper required candidates to discuss character traits and to compare characters to each other (e.g. Q1.1.5, Q1.2.4 and Q2.1.4(c)). Some candidates appeared to be unable discuss the character traits or compare characters.
- (h) Questions dealing with theme were once again not answered well even though the theme was given in the question (e.g. Q1.2.8, Q2.2.7 and Q6.2.7).
- (i) The questions on identification and discussion of tone (e.g. Q1.1.3(a+b), Q2.1.3(a+b), and Q6.2.6) presented challenges.
- (j) Candidates disregarded instructions often. In some cases, it appears that they did not read the entire question, but often the problem seemed to be a lack of understanding of the commonly used assessment terms such as 'explain how/why', 'state' and 'discuss'.
- (k) Responding to questions which required the candidate to give an opinion (e.g. Q1.1.6, Q2.2.8 and Q6.1.7) is a skill which requires knowledge and insight. Candidates had difficulty scoring full marks for these questions as one or more of the mentioned components were lacking.
- (l) Questions based on the suitability of the title of a text (e.g. Q1.2.9, Q2.1.6 and Q6.2.8), presented challenges for candidates. Candidates were unable to explain the title and discuss its suitability.

Suggestions for improvement

- (a) Candidates should be taught to choose the questions based on the text they have studied. Teachers should expose their learners to question papers containing questions from texts they have not studied in the mid-year examination and again in the September trial examination.
- (b) Teachers must apply the same marking principles in the lower grades. Learners must be taught that if they are asked for TWO points, they must choose the two points that are most likely to be credited. The choice can never be left to the marker as that would lead to innumerable unfair practices.
- (c) Candidates cannot acquire insight into the texts without having mastered knowledge of the content. Even the short stories and poetry have to be studied in detail and no teacher should expect learners to do this at home without these texts being taught and guidance given to learners. The short stories may be short, but the detail has to be taught and studied – the characters in the short stories are often not very complex, but they are all important.
- (d) At Grade 12 level, candidates are expected to do more than merely identify stylistic devices. This is clearly stipulated on pp 31–32 of the *CAPS* document. Teachers must ensure that their learners can name such devices, as well as comment on how these devices enrich the texts.
- (e) Characterisation must be taught in context – a character trait cannot be attributed to a character without referring to the behaviour to substantiate it. Teachers should guard against allowing or

forcing learners to memorise lists of character traits without the accompanying insight into the behaviour of the characters.

- (f) Themes should not merely be memorised without insight. Teachers must show learners how the various themes become evident in different parts of the text, so that the candidates will be able to identify a relevant theme in the given extract, and also gain the skill of isolating events which support a certain theme from a text.
- (g) Teachers have to guide learners to discover all the layers of literature and ensure that by the time they write the final examination they appreciate that literature consists of more components than just a plot. Tone and irony are aspects they must be exposed to – if they do not know this, a large part of the enjoyment of the text they are working with, will be lost.
- (h) Candidates must be exposed to examination instructions and questions so that they are confident when they are confronted with the question paper and so that the jargon of the examination does not become an obstacle.

2.8 OVERVIEW OF LEARNER PERFORMANCE ON PAPER 3

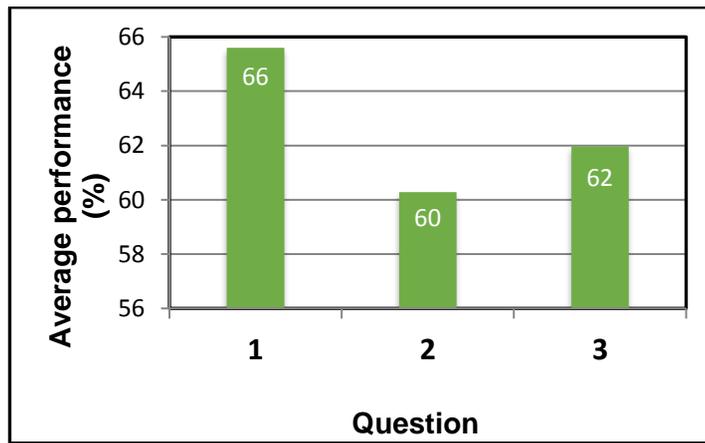
General comments

- (a) Teachers must stress that this paper carries the most marks and can make a significant difference to the candidates' results. The fact that the paper is written towards the end of the examination may create the misconception that it is not important.
- (b) Candidates must be encouraged to prepare well for this paper, as the skills and language structures used in the first two papers can be applied here with great success. In addition, the formal aspects of format should be taught and studied.
- (c) The importance of analysing a topic or a set of instructions should be emphasised. Candidates are penalised if they respond only partially to a given topic, and it is often the result of the candidate's neglect in paying attention to every aspect of the topic.

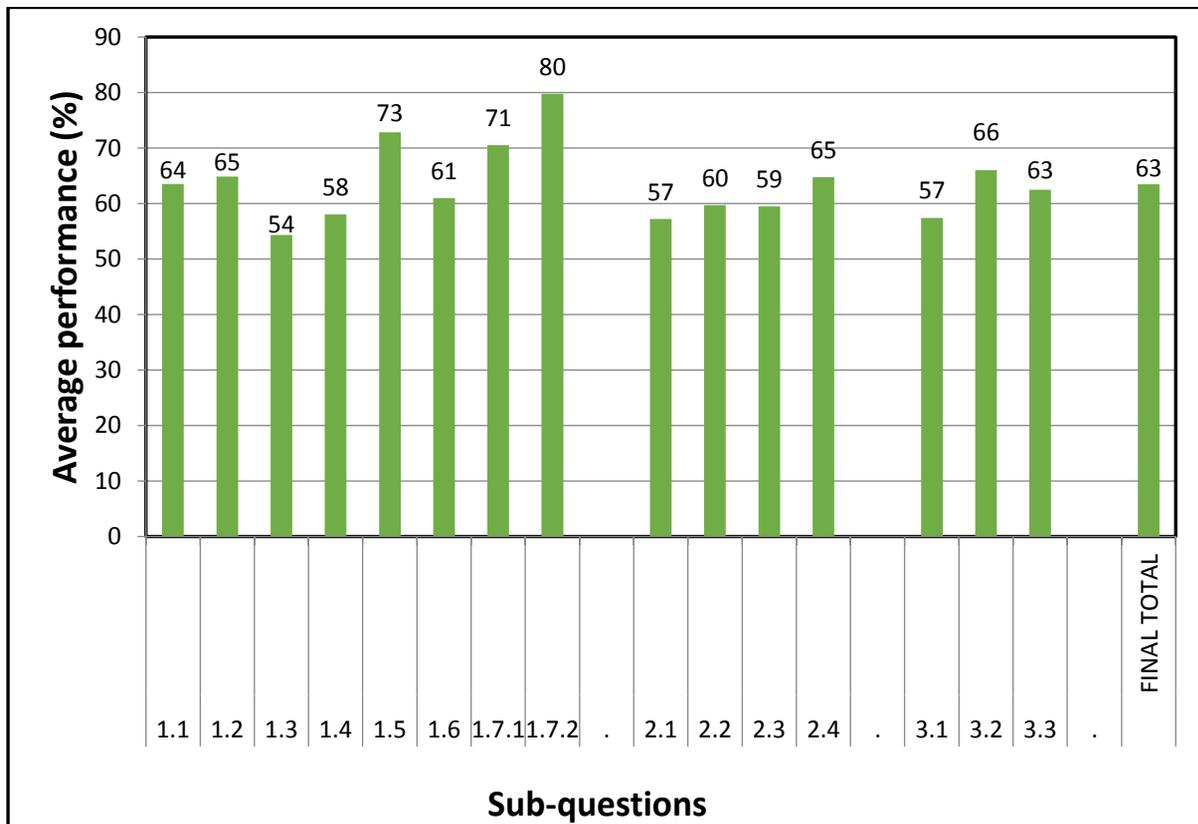
2.9 DIAGNOSTIC QUESTION ANALYSIS FOR PAPER 3

The following graph was based on data from a random sample of candidates. While this graph might not accurately reflect national averages, it is useful in assessing the relative degree of challenge of each question as experienced by candidates.

Graph 2.9.1 Average marks per question expressed as a percentage in Paper 3



Graph 2.9.1 Average marks per sub-question expressed as a percentage in Paper 3



2.10 ANALYSIS OF LEARNER PERFORMANCE IN INDIVIDUAL QUESTIONS IN PAPER 3

SECTION A: ESSAYS

Common errors and misconceptions

- (a) Although very popular, Q1.1 was poorly answered. Some responses referred to known phenomena as things that one will never know, for example, 'No one knows what it's like to sit on a desk for twelve years ...' thus producing average responses.
- (b) Q1.2 was the least popular topic because it was in the form of a quotation. The topic seemed to have been misunderstood by the candidates who chose to respond to it. Candidates seemed to respond to only one of the aspects of the topic such as *being alone*, *being intelligent or smart*, *being together*, *being brilliant*.
- (c) A few candidates could not convey clearly how music had made an impact on their lives in Q1.3. Only a few could present music as a symbol of something else like nature. The figurative creativity was missing in most essays.
- (d) The candidates who performed poorly in Q1.4 did not have the point of reference to write from. The futuristic aspect was mostly ordinary. The world as a whole was not addressed. Some addressed the world in 2050 as the current situation in South Africa as compared to what it would be in 2050.
- (e) Q1.5 was not as popular as expected. Candidates who responded focused on what they wanted to achieve as opposed to writing about their circumstances and how they managed to overcome them by the decisions made. Most candidates misunderstood the topic and gave their own interpretation of it.
- (f) Although the pictures in Q1.7 were very user-friendly, candidates were limited in their ability to connect the pictures to real life issues.

Suggestions for improvement

- (a) Teachers should ensure that their learners know how to analyse and interpret the entire topic so that all aspects will be covered in the response. Learners should not be encouraged to zoom in on a single word in a topic. If there is any aspect of a topic about which a candidate is uncertain, he/she should choose another topic. A practical hint is to teach learners to underline all the nouns/key words in a topic. If candidates had done this in Q1.2, they would have realised that the key words *alone* and *together* had to be addressed in the response.
- (b) Learners must be exposed to the different types of essays and given opportunities to practise them. When administering SBA tasks, teachers should not neglect the aspect of providing learners the opportunity to exercise choices. If they are given more than one option when doing a task, the learners will be able to study the options carefully and choose the one most suited to their experience, ability and style of writing.

- (c) Learners should receive guidance on how to interpret visual texts. This can be done by exposing them to pictures and allowing them to practise in class, even if this exercise does not lead to an entire essay being written every time. Learners will benefit as it will take away the element of surprise at finding visual stimuli in the examination, and it may open up a wealth of creative possibilities.
- (d) The aspects of creativity and originality often make the difference between a good and an excellent essay. Learners must be taught that their first idea may probably be everybody else's first idea and therefore not original. Teaching learners to be original and creative in their writing is a challenge teachers should embrace. It is often the learner with the limited language ability who has a knack for thinking out of the box, and thus can earn some valuable marks.
- (e) The correct structure of an essay is important and should be taught. The planning stage of the essay is essential for this. A striking introduction and strong conclusion are hallmarks of good writing.
- (f) Editing should be an integral part of the draft stage. If the draft and final copy of an essay are identical, the planning did not serve the required purpose. Learners must re-read their work and eliminate incoherence and other mistakes.
- (g) Concord, spelling, sentence construction and all other language skills must be taught, studied and used to improve writing. This can be further enhanced by using figurative language and rhetorical devices.

SECTION B: Longer Transactional Pieces

Common errors and misconceptions

- (a) The common error candidates made in the formal letter (Q2.1) was in the format: namely the address of the recipient, the introductory salutation as well as the topic line and concluding salutation. Candidates mainly ended their letter with *Yours sincerely* and not *Yours faithfully*. Most did not sign their letters and wrote out their names and surnames in full instead of just their initials and surname. Most do not use the gender indicators. Some of the responses were either too short or too long.
- (b) Candidates were required to identify a South African celebrity and write an obituary for an entertainment magazine in Q2.2. Many failed to do this. Most simply produced a generic obituary with all the relevant requirements of a text of this nature. Very few paid tribute to their celebrities.
- (c) Q2.3. was sometimes misinterpreted. Candidates explained what the 21st century was but failed to provide any advice. The format was not always adhered to.
- (d) Poor performance in Q2.4 was due to the absence of a salutation or greeting, a conclusion or the correct audience.

Suggestions for improvement

- (a) Teachers should provide their learners with correct examples of texts and format so that they can prepare for this paper.

- (b) Learners should get ample opportunities to write different pieces, listen to one another's efforts and refine the skills they acquire. This practice should help them identify and create a suitable tone for the specific piece they are required to produce.
- (c) The *CAPS* provides all the different transactional pieces that must have been taught by the end of Grade 12. Teachers must expose learners to all of these so that the choice is not unfairly limited when it comes to the final examination.
- (d) To produce logically structured, coherent pieces, learners should be taught to plan, proofread and edit their work.

SECTION C: Shorter Texts

Common errors and misconceptions

- (a) Not many candidates attempted Q3.1. Some candidates did not understand the question entirely and wrote invitations to a meeting to discuss learner transportation. Some advertised other services and sales in shops rather than focusing on what the question required them to do.
- (b) The diary entry in Q3.2 was the most popular choice and candidates wrote well, describing personal feelings. Candidates did not know what a career guidance workshop was and then wrote about a workshop in general.
- (c) Candidates who performed poorly in Q3.3, wrote very muddled and unclear instructions. A few candidates did not read the question carefully and wrote directions to where the study group would be instead of instructions for the study group.
- (d) Some candidates did not make use of any planning or editing, despite having done so in the other sections. Some went about their responses without much attention to correct language usage and very often these responses were either extremely short or exceeded the required length.

Suggestions for improvement

- (a) Learners must read and analyse the topic of their choice, underlining key words and using them to ensure that all requirements of the topic are met.
- (b) The formal language conventions applicable to all texts listed in the *CAPS* document must be taught and learners must practise them, using correct and well-written examples.
- (c) This section can boost the candidates' marks, as the pieces are relatively easy and in many cases they can get away with not writing in full sentences. For this reason, candidates must be discouraged from treating this section as relatively unimportant. The same attention to planning and editing should be given to this last piece as to the other two.
- (d) Time management should be emphasised and practised as running out of time might have been the reason for the lack of attention to detail.