

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 2018 examinations.

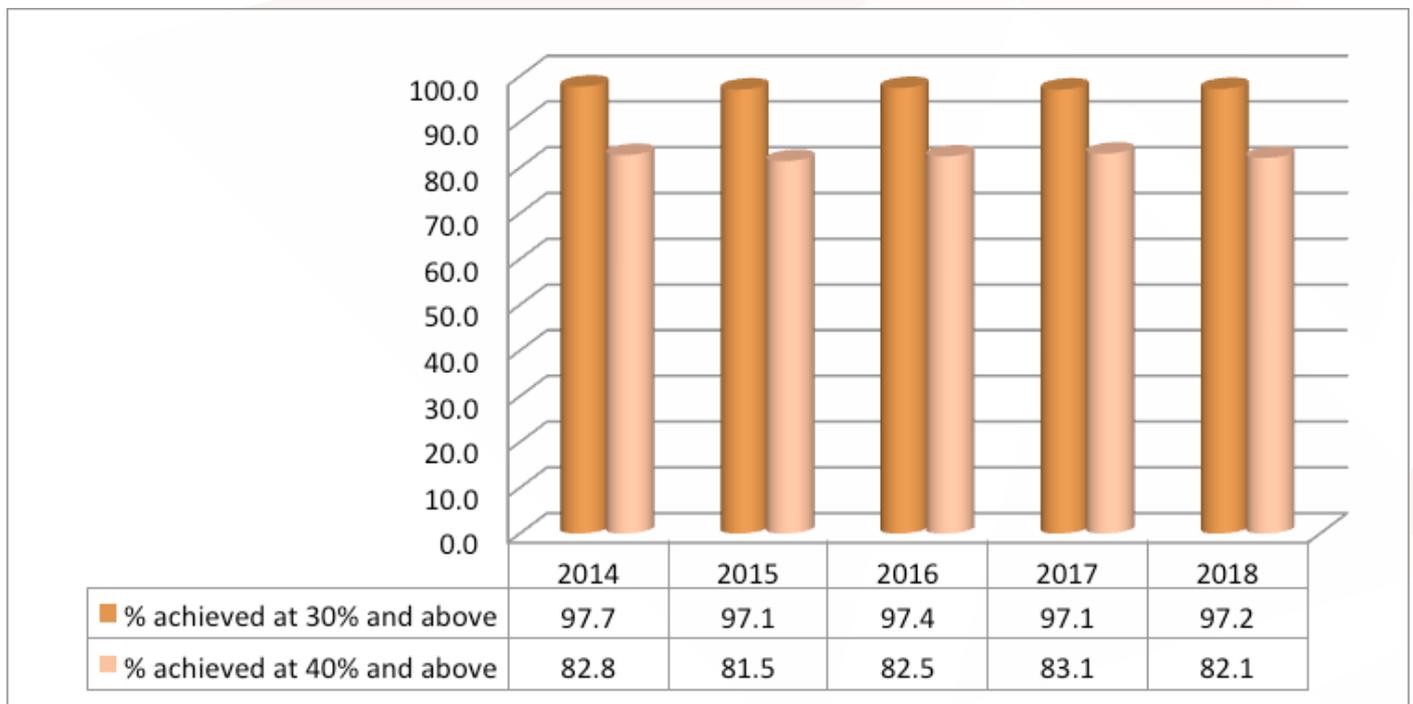
2.1 PERFORMANCE TRENDS: PAPERS 1–3 (2014–2018)

The number of candidates who sat for the English First Additional Language examinations in 2018 decreased by 4 192 in comparison to that of 2017. The performance of the candidates in 2018 is consistent with that of the previous year with 97,2% achieving at the 30% level. There was a marginal decline at the 40% level with 82,1% achieving at that level.

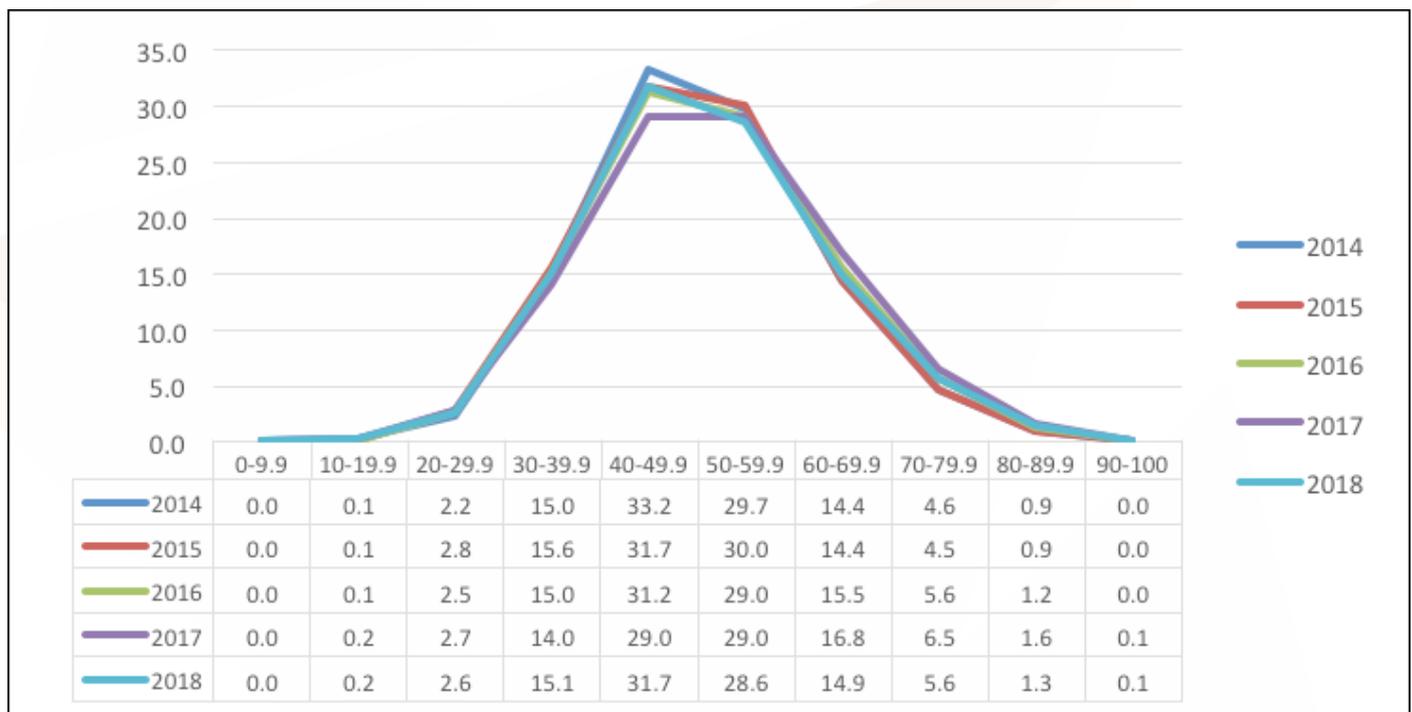
Table 2.1.1: Overall Achievement Rates in English First Additional Language

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	547 423	533 361	97,4	451 468	82,5
2017	503 151	488 572	97,1	418 018	83,1
2018	498 959	485 112	97,2	409 878	82,1

Graph 2.1.1: Overall Achievement Rates in English First Additional Language (Percentage)



Graph 2.1.2: Performance Distribution Curves in English First Additional Language (Percentage)



Graph 2.1.2 shows an decrease of 1% in the number of candidates who passed English FAL at 40–49.9%. The graph further shows that there is a decline in performance above 70%.

2.2 OVERVIEW OF LEARNER PERFORMANCE IN PAPER 1

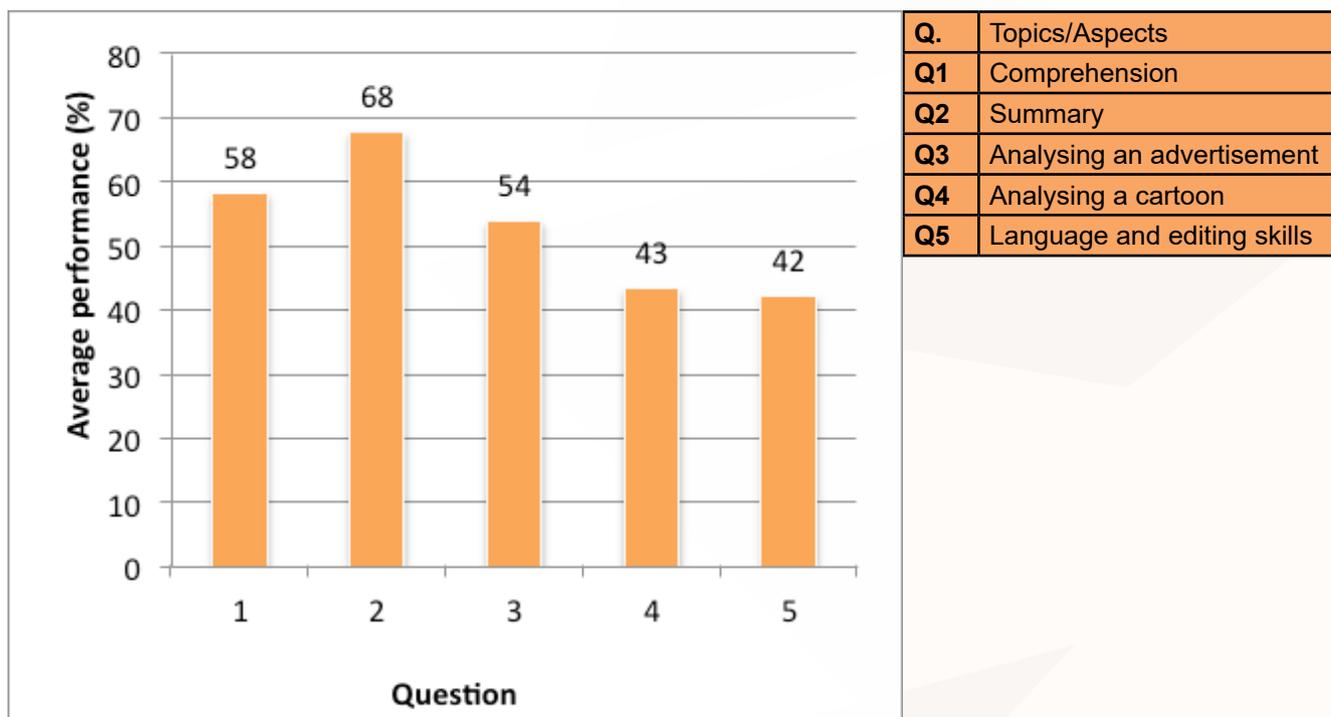
General Comments

- There has been an improvement in performance in this paper; however, the open-ended questions remain 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.
- There has been an improvement in the question testing advertising skills.
- Performance in Q5 remains a concern. A large number of candidates could not answer some basic language conventions correctly. Formal language teaching deserves attention.

2.3 DIAGNOSTIC QUESTION ANALYSIS FOR PAPER 1

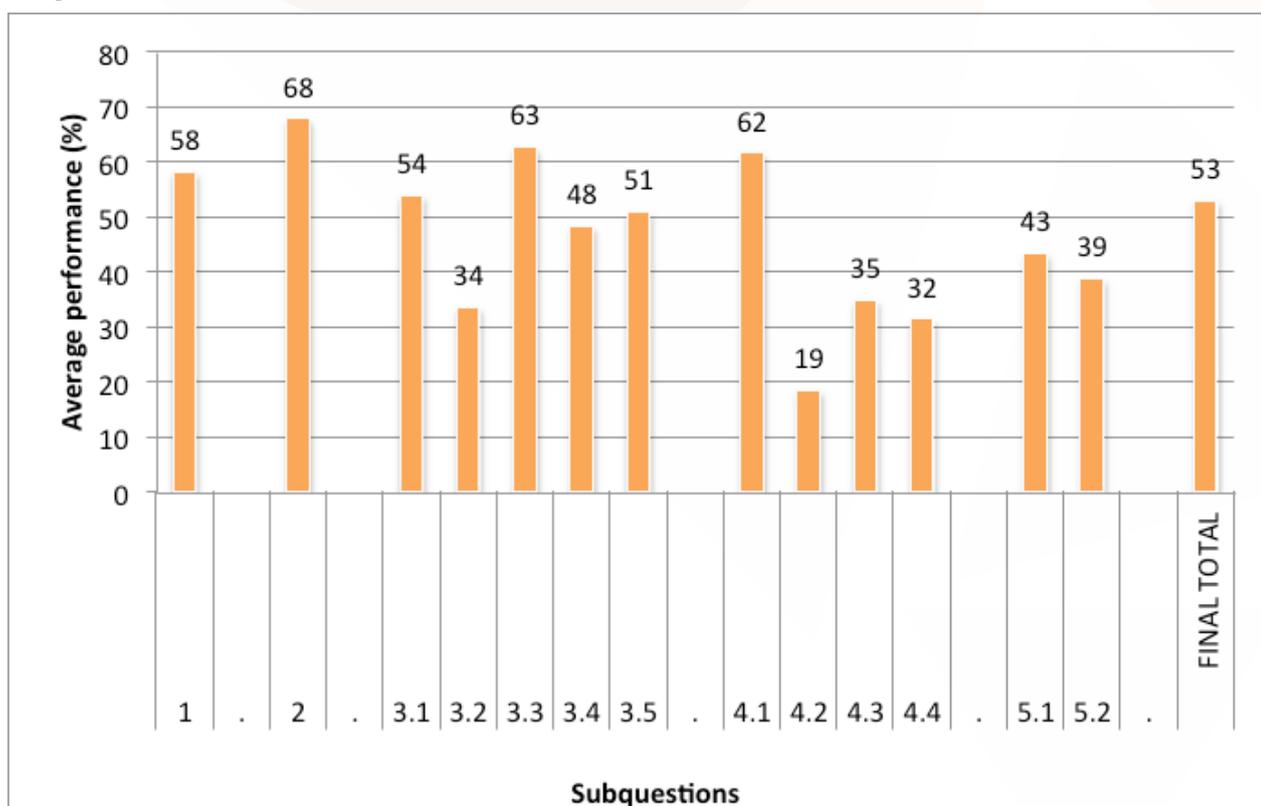
The graph below is based on data from a random sample of candidates. This graph might not accurately reflect national averages, but it should still be useful in assessing the relative degree of success achieved by candidates.

Figure 2.3.1: Average Marks Per Question Expressed as a Percentage in Paper 1



In this sample, the performance of candidates in Q4 and Q5, which tested visual literacy, 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 Subquestion 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

TEXT A

- a. In Q1.1.1, candidates did not understand ‘consecutive’ words and quoted phrases. This is an indication that learners are not exposed sufficiently to types of questions found in final examination papers at school level.
- b. No attempt was made to use OWN words in Q1.1.2. Candidates struggled to read with understanding.
- c. Many candidates, even the stronger ones, battled to explain ‘turned into a mass consumer movement’, as most of them got to answering the widespread/worldwide/global buying and selling, but failed to express how the industry had exploded in Q1.2. Thus, candidates showed a lack of understanding and lacked vocabulary.
- d. Candidates lacked understanding and vocabulary to answer Q1.3, and simply wrote ‘sneakerheads are a market or a kind of sneaker’.
- e. Candidates answered Q1.5 by quoting the entire paragraph. Candidates lacked the ability to follow instructions. The most common mistake was to not mention the ‘RUN-DMC music video clip’. Candidates lacked the ability to read for meaning and understanding.
- f. Candidates who failed to answer Q1.6 correctly had a very poor command of the language. This is indicative of a lack of reading for meaning in context.
- g. In Q1.7, candidates did not know the types of media, or they failed to name the respective media mentioned in par. 8. Candidates lacked understanding of the concept ‘media’.
- h. Most candidates lacked interpretation as they failed to answer Q1.8.1 correctly. They were unable to read and work out meaning in context.
- i. Candidates had difficulty stipulating: ‘the sneakers must be on your feet and that you then use your feet as transport’ in Q1.8.2. This showed a lack of understanding of the text as a whole.
- j. Most candidates who answered Q1.9.1 incorrectly did not realise that ‘fairly recent’ referred to a time frame. This is an indication of candidates’ lack of interpretation of the text.
- k. Candidates did not know that Instagram exists or that it is a social media application in Q1.9.2. This showed a lack of knowledge about social media.
- l. In Q1.10, candidates’ responses were vague or quotations were used without real understanding. This might be due to a lack of understanding of the word ‘benefits’.
- m. Candidates did not refer to paragraph 13 in Q1.11 to reread the writer’s view, or if they did, they did not understand ‘transcend boundaries’ and therefore responded incorrectly.
- n. In Q1.12, candidates did not indicate how the title related to the passage. This showed a lack of understanding of the passage as a whole.

TEXT B

- a. Candidates failed to mention any action related to using a cellular phone in Q1.13. There was a lack of understanding of the visual.
- b. In Q1.14, candidates failed to mention the actions of the boy and made no reference to how his actions mimicked those of the woman/his mother. Candidates lacked understanding of the question.
- c. Performance in Q1.15 was poor as candidates could not arrive at the message conveyed in the visual text. There was a lack of understanding and interpreting of the text as a whole.

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*.
- c. 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.
- d. 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.
- e. 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.
- f. 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.
- g. 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 materials in class, engaging them in topical discussions and teaching them to utilise the reading passage when responding to the questions.
- h. Subject advisers should have regular workshops to assist both teachers and learners to master the skills required in this section of the subject.

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 keep your teeth healthy'. 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 *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 guidelines, 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 summaries having been set for many years now, as prescribed by the CAPS. Candidates were not penalised for using the wrong format, but for writing in paragraph form. This very often led to the candidates exceeding the word-limit and omitting key facts.

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 the 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 one's 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. Although questions on the target audience have been asked in the past, the term appeared as though it was new to many candidates. Candidates' responses to Q3.1 included 'sugar lovers' which indicates that the concept (target audience) had not been taught thoroughly.
- b. Many candidates failed to give a reason for the inclusion of artificial sweeteners in Q3.2. The only logical reason for this misconception is that they had never encountered artificial sweeteners of any kind.
- c. Candidates had difficulty answering Q3.3.1 correctly because of a lack of vocabulary. Candidates lacked the ability to read with meaning and understanding within a context, in this case, the advertisement.

- d. The reference to visual advertising techniques in Q3.3.2 was misunderstood by candidates. Candidates failed to link the headline to the visual aspects in the advertisement. This is a clear indication that candidates still do not understand the concept 'headline' or how to link the visual aspects to the headline.
- e. Candidates failed to see the 'more than' phrase. They also failed to link the long period of being in the manufacturing business to success, reliability, good reputation and track record in Q3.4. This showed a lack of skills in understanding and interpreting an advertisement.
- f. Q3.5 was expected to be challenging for candidates. However, several candidates made the correct inference, but were unable to transfer their understanding into a discussion of the effectiveness of the advertisement.

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' and '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, but that 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 Q3.5.

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. It turned out to be a stumbling block for many candidates because of a lack of understanding of the concept 'facial expression'.
- b. Once again, the deficiency of knowledge of subject terminology prevented candidates from gaining marks in Q4.1.2, as many candidates did not understand the term 'facial expression' in Q4.1.1.
- c. In Q4.1.3 candidates lacked knowledge and could not write the abbreviation out in full.
- d. Candidates lacked understanding of what a 'verbal' clue was in Q4.3.1.
- e. Candidates were not familiar with the Standard British or South African English spelling to answer Q4.3.2 correctly.
- f. The open-ended question, Q4.4, was problematic for the candidates. This was exacerbated by the lack of understanding of the word 'humorous'.

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 assessing 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.
- 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

Identifying and correcting language errors has become a regular part of Paper 1, but many candidates seem to find it very challenging. This exercise requires reading and language skills, as well as some technical knowledge, but sadly some or all of these seem to be lacking in many candidates.

- a. Q5.1.7 instructed candidates to rewrite the sentence in reported speech, but also embedded in this question were verb skills, the use of pronouns and punctuation. Candidates often lost some of these marks because they were inattentive to some of these aspects.
- b. The fact that some candidates still used quotation marks in their responses to Q5.1.7, shows a severe lack of exposure to exercises on indirect speech and the punctuation thereof.
- c. Responses to Q5.1.3 were sometimes completely meaningless, indicating that candidates did not know how to use the active voice.
- d. Q5.1.4 required an antonym. At Grade 12 level it is expected that candidates should know what an antonym is. Many candidates could not give a correct antonym to fit into the given sentence.
- e. Unfortunately, many candidates could not respond correctly to Q5.1.5, even though it has been tested in the last few years. This indicated a severe lack of knowledge of what a tag question is or which punctuation mark to use.
- f. A lack of technical and working knowledge of tenses caused many candidates to use the incorrect tense instead of the present continuous tense in Q5.2.1.
- g. Candidates did not do well in most questions on formal language structures, e.g. Q5.2.2, Q5.2.3, Q5.2.4 and Q5.2.5.

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 for 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 examinations, 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 quality feedback to learners and impact positively on their results.
- 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.

ENGLISH FIRST ADDITIONAL LANGUAGE P2

2.5 OVERVIEW OF LEARNER PERFORMANCE IN PAPER 2

General Comments

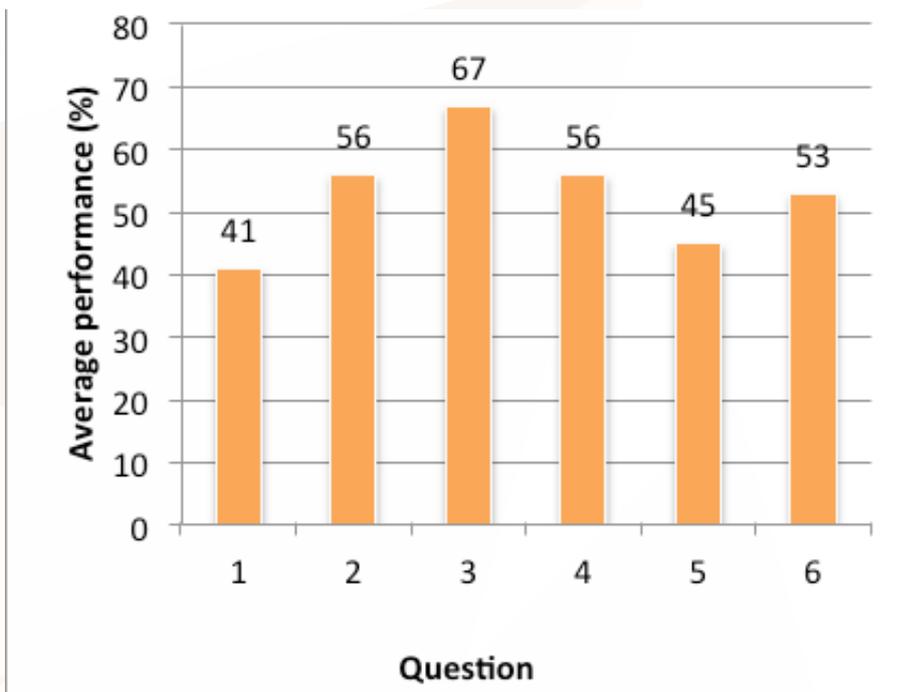
- a. Some candidates still appeared to have read the prescribed texts very superficially, if at all. These candidates then treated the question paper like a comprehension exercise, offering all their responses based on the given extracts.
- b. The candidates who performed well had a good knowledge of 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.

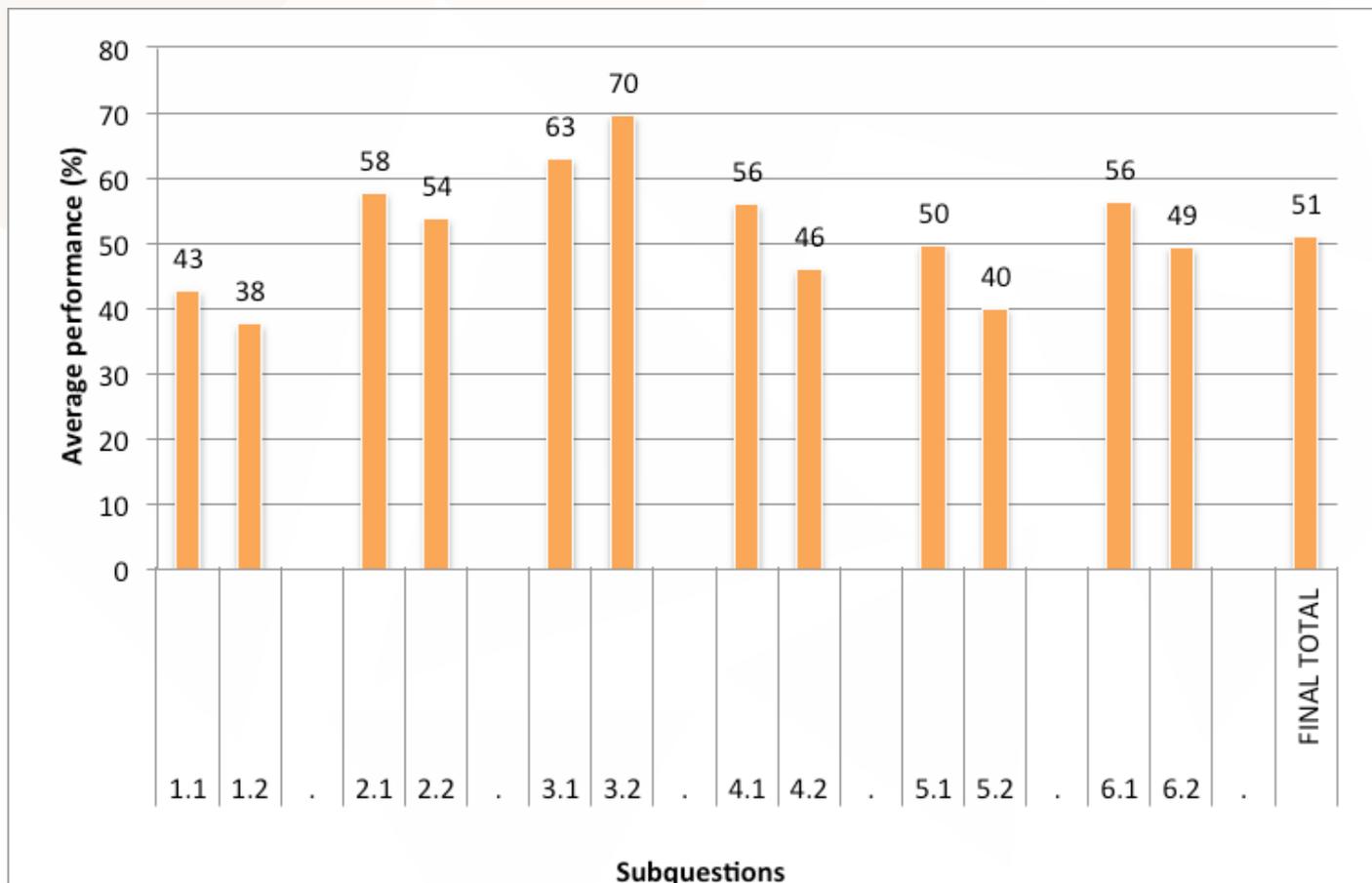
Graph 2.6.1: Average Marks Per Question Expressed as a Percentage in Paper 2

Q.	Topics/Aspects
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



Candidates performed least successfully in Q1 (*Cry, the Beloved Country*) while they performed the best in Q3 (*Macbeth*). The most popular questions were Q4, Q5 and Q6.

Graph 2.6.2: Average Marks Per Subquestion Expressed as a Percentage in Paper 2



2.7 ANALYSIS OF LEARNER PERFORMANCE IN PAPER 2

Common Errors and Misconceptions

- a. 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.
- b. 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 in all subjects and is the only valid and fair way to prevent the marker from choosing the best responses on behalf of the candidate.
- c. 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.
- d. When asked to identify and or discuss the purpose of stylistic devices, e.g. Q1.2.7(a+b), Q2.2.2(a+b), Q3.1.4(a+b), Q4.1.3(a+b), Q5.2.1(b+c) Q6.1.4 and Q6.2.2(b+c), 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.
- e. The questions on identification and discussion of tone (e.g. Q1.1.4(a+b), Q2.1.3(a+b), Q3.2.4(a+b), Q4.1.5(a+b) and Q6.1.6) presented challenges to some candidates.
- f. Most candidates were unable to respond effectively to the questions testing irony, e.g. Q1.2.5, Q2.2.4, Q3.2.5, Q4.2.3 and Q5.2.4. 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, Q2.1.5 and Q3.2.7, Q4.2.6 and Q5.1.6. Some candidates appeared to be unable to 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. Q1.1.6, Q2.2.6, Q3.1.6, Q4.2.7, Q5.1.7 and Q6.2.6.
- i. Responding to questions which required the candidate to give an opinion, e.g. Q1.1.7, Q1.2.8, Q2.1.8 Q3.1.7, Q3.2.8, Q4.1.8, Q4.2.8, Q5.1.8, Q5.2.7, Q6.1.7 and Q6.2.7, 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 or generalised responses were given.
- j. Candidates often disregarded instructions. 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', 'describe', 'how/why', 'state' and 'discuss'.
- k. 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. 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 and discuss a relevant theme in the given extract or the text as a whole, 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, irony and characterisation 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.

ENGLISH FIRST ADDITIONAL LANGUAGE P3

2.8 OVERVIEW OF LEARNER PERFORMANCE IN PAPER 3

General Comments

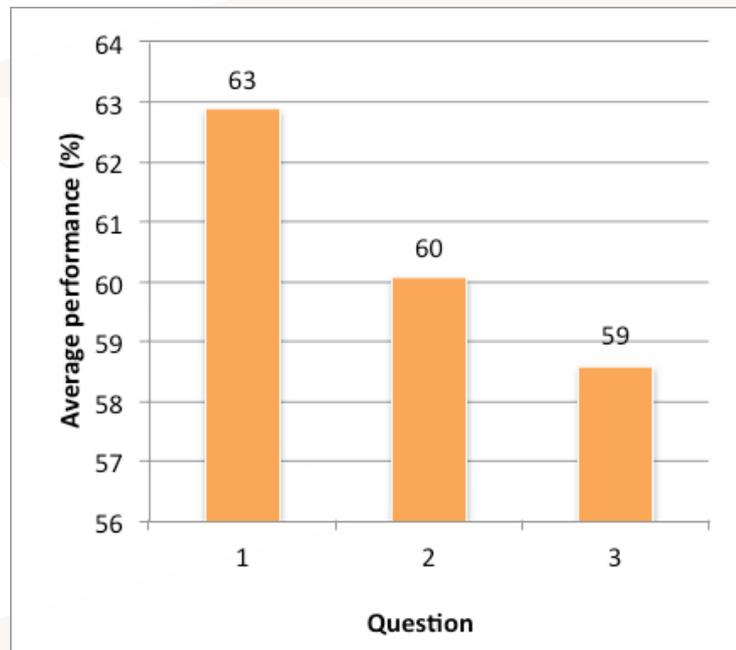
- a. Teachers must stress that this paper carries the most marks and can make a significant difference to the candidates' results. The fact that the paper is written towards the end of the examination may create the misconception that it is not important.
- b. Candidates must be encouraged to prepare 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

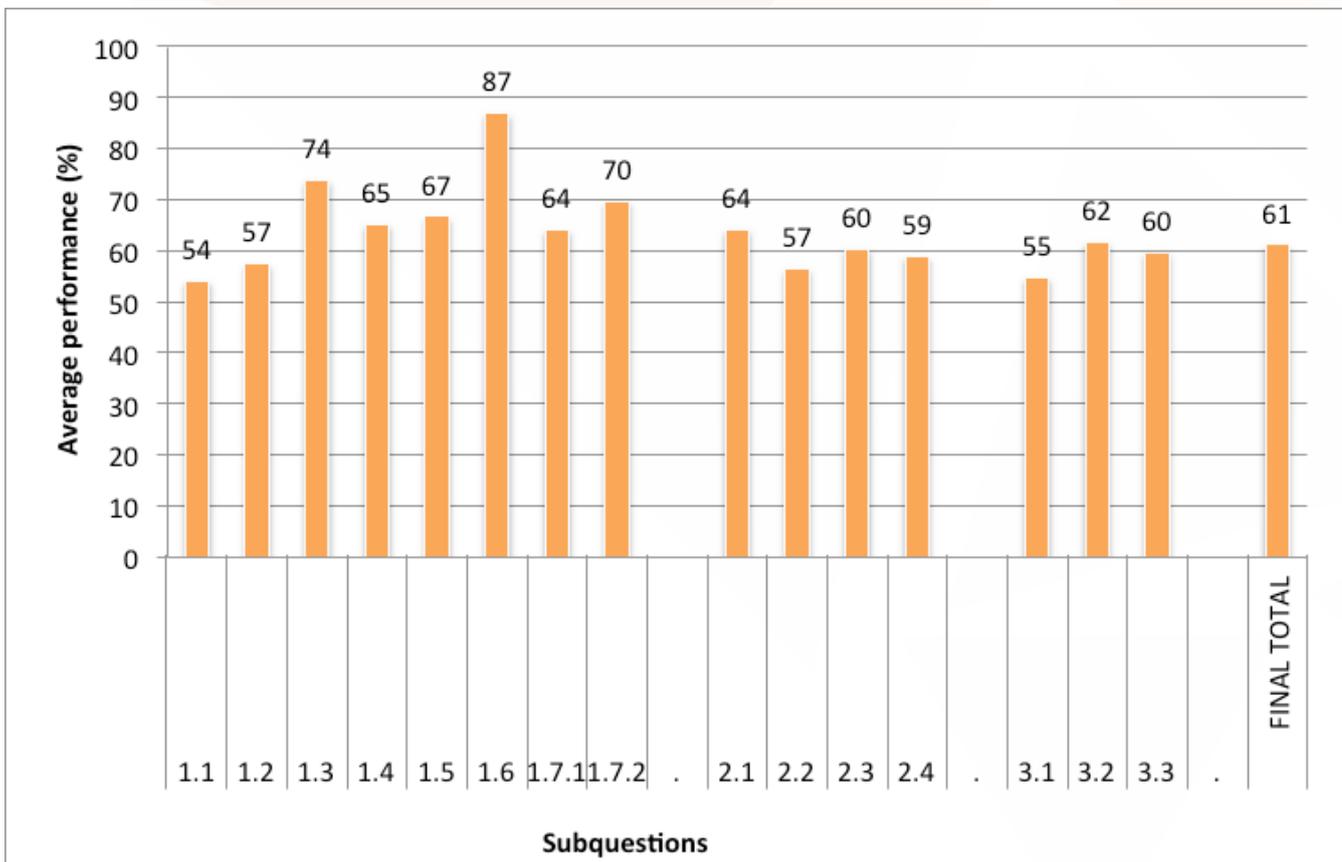
The following graph is based on data from a random sample of candidates. While this graph might not accurately reflect national averages, it is useful in assessing the relative degree of challenge of each question as experienced by candidates.

Graph 2.9.1 Average Marks Per Question Expressed as a Percentage in Paper 3

Q.	Topics/Aspects
Q1	Essay
Q2	Longer Transactional Text
Q3	Shorter Transactional Text



Graph 2.9.2 Average Marks Per Subquestion Expressed as a Percentage in Paper 3



2.10 ANALYSIS OF LEARNER PERFORMANCE IN INDIVIDUAL QUESTIONS IN PAPER 3

SECTION A: ESSAY

Common Errors and Misconceptions

- a. Most of the candidates who attempted Q1.1 received moderate marks. Candidates failed to see that the 'when' must also be answered. Some wrote on holiday plans and how they enjoyed the holiday but there was no clear 'plan' or a change of events to indicate the 'when'.
- b. Performance was poor in Q1.2, as candidates merely discussed Nelson Mandela's life in general, and did not address the question. Candidates who interpreted the question well, produced good to excellent responses.
- c. Some candidates found it difficult to link 'hidden' with treasure in Q1.3.
- d. Q1.4 was not a very popular topic. Candidates could not think outside of the box and found the content challenging.
- e. Q1.5 was one of the most popular topics. However, some candidates presented mundane interpretations of the topic. The essence of the topic was often lost.
- f. The most popular topic was Q1.6. Learners bared their souls in this topic. A challenge was that some candidates did not know the difference between '*beyond*' and '*behind*'.
- g. Unfortunately, some candidates could not make the link between the lion and what it represented in Q1.7.2.

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 Q1.1, they would have realised that the key word '*when*' 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 with 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 that 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.
- h. Learners must be encouraged to adhere to the required length of the essay.

SECTION B: LONGER TRANSACTIONAL PIECES

Common Errors and Misconceptions

- a. In Q2.1, candidates had difficulty interpreting the topic correctly and consequently failed to provide a context to the topic.
- b. Some candidates confused the eulogy in Afrikaans with an obituary in Q2.2. They only wrote a tribute without any biographical information.
- c. Many candidates were unfamiliar with 'recycling at home' which resulted in poor performance in Q2.3.
- d. The common error candidates made in the formal letter (Q2.4) 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 did not use the gender indicators. Some of the responses were either too short or too long.

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.
- e. Teachers should encourage learners to adhere to the required length of the transactional pieces.

SECTION C: SHORTER TEXTS

Common Errors and Misconceptions

- a. Not many candidates attempted Q3.1. Some candidates confused the flyer with an advertisement. They omitted to include the necessary information. Candidates did not know what a 'slogan' and a 'catchy phrase' was.
- b. The diary entry in Q3.2 was the most popular choice and candidates wrote well, describing personal feelings. Some candidates only provided one instead of two entries which was a requirement.
- c. Candidates who performed poorly in Q3.3 struggled to write in point form and did not know how to use prepositions correctly.
- 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.
- e. Teachers should encourage learners to adhere to the required length in the shorter transactional pieces.