

EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

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**NSC CHIEF MARKER'S REPORT
2024**

SUBJECT:	ENGLISH FIRST ADDITIONAL LANGUAGE
PAPER:	3
DURATION OF PAPER:	2 ½ HOURS
NAME OF THE INTERNAL MODERATOR:	C. DU PREEZ-MILES
NAME OF THE CHIEF MARKER:	C.A.S. FERNDAL-MILLER
DATES OF MARKING:	27 NOVEMBER – 13 DECEMBER 2024
HEAD OF EXAMINATION:	E.M. MABONA

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

This cohort of candidates was part of the group that was infrequently assessed and evaluated. They undertook their initial external examinations in September 2024, which were conducted at a provincial level. Consequently, candidates found it exceedingly relatively easy to attempt the set examination paper in the National Senior Certificate Examinations. The English First Additional Language Paper Three is a "choice paper," indicating that the candidate selects the text for creation and responds according to their cognitive and intellectual capacity. The marking standards and rubric assess the candidate's writing proficiency, ensuring an equitable score without the imposition of penalties.

The cohort of 2024 is expected to outperform the cohort of 2023 as they have been advantaged in many respects. Many resources and programmes were put in place and finances expended, augmenting teaching in the classroom which should improve their performance. Also the time of writing this paper at the onset of the examinations when they were "fresh" and not fatigued are factors in their favour that will most certainly show an enhanced performance.

SECTION 2: Comment on candidates' performance in individual questions

**SECTION A
QUESTION ONE
ESSAYS
MARKS: 50**

1.1 It's my life

The average mark for this question was 31/50 (62%)

This topic was moderately popular. Responses ranged from exceptional to banal. Candidates were not able in certain instances to give clear responses on this topic. The topic lent itself mainly to narrative writing and in instances very sad and poignant tales were related. "It's my life" gives us a view of how candidates live in the various communities, the values they have and how they conduct life, often in impoverished and dire circumstances but also a vision for hope as one candidate

expressed it “the light at the end of the tunnel, inspired me to be a better individual”. There were also those who misinterpreted this topic with the view that “It’s my life” meant that they could do things with “no holds barred” and never mind the consequences they experienced, albeit negative.

1.2 Small steps; big changes

The average mark for this question was 35/50 (70%)

The topic in question was moderately popular. It attracted your more discerning candidate who could comprehend the dynamics of the topic and phenomena of cause and effect. Candidates who selected this topic comprehended that minor modifications to their behaviour, life, business, or "things," as one candidate articulated, would ensure the achievement of specific outcomes and objectives they established, with the results potentially being either negative or positive depending on the choices made. Candidates who chose to write on this topic had performed moderately. There were also responses that were abstract and symbolic and these were credited accordingly.

1.3 Allow your silence to speak for you

The average mark for this question was 35/50 (71%)

The topic garnered moderate popularity, with most contributors demonstrating a partial or limited comprehension of its true significance. A number of insightful responses were provided by candidates detailing how silence proved advantageous to them. Regrettably, many misinterpreted the genuine significance of quiet. Candidates perceived it in a religious context for those adhering to a spiritual vocation, while others regarded it as disloyalty for revealing "the family secret," advocating for silence in the face of personal adversity, and maintaining silence over bullying and abuse in educational settings. Overall those that attempted this topic scored moderately well to very well depending on the kind of response they gave.

1.4 That was unexpected!

The average mark for this question was 36/50 (71%)

This topic was the most popular and predominant selection among candidates. Responses varied from outstanding to inadequate. Most candidates merely wrote without displaying a clear comprehension of the 'unexpected' aspect of the essay topic. An apt illustration of this is where candidates indicated that they had boyfriends and that the resulting baby was an unexpected consequence. Individuals with a competent understanding of the subject were able to grasp its general meaning and essence effectively, resulting in a favourable score. The topic also allowed for some abstract interpretations, which is encouraging. Overall, candidates achieved satisfactory scores in their responses.

1.5 ‘Comparison is the thief of joy.’ – Theodore Roosevelt

The average mark for this question was 46/50 (91%)

This essay was not a favoured option among candidates but was chosen by your more astute candidate. The responses to this topic were exceptional and originated from candidates who articulated their thoughts effectively and demonstrated a comprehensive mastery of the topic. The few candidates who engaged with this topic achieved high scores.

1.6 Picture Essay One – Child on swing

The average mark for this question was 38 /50 (75%)

The graphic stimuli was a moderate selection by the candidates. Individuals who selected this image for writing did so by providing their own interpretation and perspective. Some opted to compose on the girl in the swing, others on the background, while some focused on urban life. Those adept in abstract writing produced outstanding pieces and received high grades for their responses.

1.7 Picture Essay Two – Robot cooking

The average mark for this question was 40/50 (79%)

This was the most favoured of the visual stimuli. The robot chef was a moderately preferred option among the contenders due to its relatable imagery. Although the candidates provided innovative responses to this topic, they frequently referenced the pervasive unemployment issue in South Africa and expressed apprehensions regarding a future dominated by machines and artificial intelligence. While this represents a novel development, it has also provoked specific fears and reservations about the future and robotics. The overall score received by these candidates were in the lower exceptional, which is pleasing.

1.8 Picture Essay Three – Galloping horse

The average for this question was 47/50 (94%)

The response to this question was very selective, the image was very relatable. The image appealed to your more astute candidate and animal lovers. While not many wrote about the horse, they instead chose to write about symbolic and imaginary journeys which were very creative and well written. The candidates who responded to this topic had a very good command of their First Additional Language and were able to articulate their ideas well. Overall they received scores for this in the exceptional range according to the marking rubric.

SECTION B LONGER TRANSACTIONAL TEXTS QUESTION TWO MARKS: 30

2.1 LETTER OF APPLICATION

The average for this question was 19/30 (62%)

This was undoubtedly the most popular topic in Section B. Responses varied from exemplary to deficient. Candidates exhibited a congenial comprehension of the tertiary student seeking part-time employment in a bookshop and the ramifications of being employed. Some expressed a willingness to participate in an interview, and many referred to the accompanying CV. The format of the formal letter was most adversely affected. Some omitted the recipient's address, the salutation, the subject phrase, and the concluding salutation. In certain instances, it was as though candidates were writing a paragraph or mini-essay. This is a troubling trend indicating weaknesses in understanding the format of a formal letter. It appears that, despite the popularity of writing a letter of application which is an everyday occurrence, the proper technique for composing a formal letter is significantly deficient. Individuals who wrote proficiently achieved high scores, as well as those who made attempts, received scores commensurate with their ability to respond to the question.

2.2 MAGAZINE ARTICLE

The average for this question was 7/30 (23%)

This was an unpopular choice among candidates. Only a limited number of responses were identified, and those who addressed this topic either did so exceptionally well or provided poor responses. The subject targeted your more perceptive candidates, as it necessitated a highly innovative approach to time management, compelling them to think divergently. Alternatively, candidates may have selected the more straightforward options presented to them, or they might not have been sufficiently familiarised with the specific genre of constructing a magazine article and lacked instruction on how to compose one. The ability to construct a magazine article is evidently deficient, resulting in the low score for this topic.

2.3 OBITUARY

The average mark for this question was 22/30 (72%)

The obituary was a relatively favoured option for candidates in the 2024 NSC Paper 3 EFAL examinations. The scenario presented in the question was particularly pertinent to sports and illustrated how candidates should react as the team's vice-captain. Responses varied from exceptional to deficient. Numerous candidates omitted significant data from the obituary, which includes the date of birth, cause of death, date, time, and location of the funeral service, essential survivors, and the tribute. The obituary is a prevalent type of examination text in Section B; nonetheless, the evaluation of student responses this year was lacking. Individuals who complied with the requirements of the obituary achieved high scores, while those who did not were scored based on their provided responses.

2.4 DIALOGUE

The average for this question was 22/30 (73%)

The dialogue was a somewhat favoured option for candidates. Responses to this question varied from exceptional to inadequate. The scenario offered was pertinent and relatable to candidates, as it pertains to quotidian family life. Numerous commendable solutions were provided, as candidates effectively connected with the topic of how to contact their parents regarding a significant issue that pertained to family values and parental reactions to candidates' enquiries. Certain comments elicited comedy and amusement as one perused the accounts of parental reactions. Nevertheless, although candidates responded as anticipated, a troubling tendency was noted regarding the manner in which they addressed their parents, including the use of "Hey, Dad" in certain instances. Although informality is permitted in the marking guidelines, it does not substitute for basic civility, respect, and politeness when addressing parents and elders. This informal and disrespectful phenomena, ubiquitous throughout social media platforms, should not be permitted in formal writing.

SECTION C SHORTER TRANSACTIONAL TEXTS QUESTION 3

3.1 POSTER

The average for this question was 11/20 (53%)

This question and text format was not widely favoured by candidates. They did not fully comprehend the question and the requirements. Individuals who selected and knew what to do in this question performed satisfactorily. A few of the candidates composed letters instead of creating posters. Many were uncertain and unaware of how to create a poster and what information to include, although the question is very clear. This text form requires substantial revision in educational institutions.

3.2 DIARY ENTRIES

The average for this question was 14/20 (68%)

This was unequivocally the most favoured text selected in Section C. The question and scenario were highly relevant. Candidates were able to articulate a clear connection to the question. There were some exceptional and innovative replies to this topic. Initially, most learners were reluctant to embark on a holiday, but upon their return, they exhibited a joyous disposition over their holiday experience. Several candidates reported unpleasant and distressing experiences; the holiday failed to satisfy their expectations and was described as a 'horror holiday' by one individual. Others experienced the loss of loved ones and Others experienced the loss of loved ones and were compelled to return home due to emergencies. Although there were many different and unique solutions, the general result is that candidates comprehended this topic well and were also assessed based on their writing skills.

3.3 INSTRUCTIONS

The average for this question was 10/20 (51%)

The question being asked pertains to a common scenario with which candidates can easily identify—offering guidance on organising a birthday celebration. This option was moderately popular among applicants; nevertheless, they predominantly wrote about their birthday parties, wedding preparations, and other events instead of offering advice to a friend on organising a birthday party for their sibling. Numerous candidates misconstrued the directive and context of this inquiry. Respondents who answered the question appropriately or partially got high or moderate scores. Some candidates composed their responses in paragraph form, resulting in disorganised replies that lacked clear sentence boundaries. Candidates are advised to respond to this question in bullet or point form to enhance clarity and improve their potential for higher marks.

PROVIDE SUGGESTIONS FOR IMPROVEMENT IN RELATION TO TEACHING AND LEARNING

4. ISSUES FOR EDUCATORS TO NOTE

4.1 THE WRITING PROCESS

During the marking session it became clear that not all candidates plan and edit their work effectively. Paper 3 accounts for 100 marks yet educators spend the least time focusing on this very important paper.

Educators are reminded that learners **MUST** be taught the writing process.

We cannot simply assume that learners can write creative pieces without them being taught how to plan and edit their writing.

4.2 TOPIC SELECTION

Learners should be taught and encouraged to choose topics that speak to their strengths. In this exam it was found that weaker candidates tended to attempt the more challenging topics rather than opting for a topic that lends itself to a narrative response. Educators should also strengthen the teaching of how to write on pictorial stimuli.

4.3 ORTHOGRAPHY/ HANDWRITING

Candidates who write illegibly and unintelligibly penalise themselves as it is difficult for markers to accurately assess what they cannot read. Educators should encourage candidates who struggle with their handwriting to apply for the relevant concessions and or accommodations at the start of the FET phase (Grade 10).

4.4 **EXCEEDING THE LENGTH OF WRITTEN PIECES**

It was noted again this year that a large number of candidates do not adhere to the **prescribed length** of the writing pieces (essays, longer transactional writing and shorter transactional writing).

In Section B and C markers only mark up to the required upper word count, namely 150 words for Section B and 100 words for Section C. This means that whatever the candidate has written beyond the word count is completely disregarded. The implication then is that the candidate forfeits valuable marks as the written piece is marked as “incomplete” and or “details missing”. Exceeded length impacts negatively on the mark awarded for Content.

4.5 **RECOMMENDATIONS TO EDUCATORS**

Educators need to refer to the **CAPS DOCUMENT** in order to familiarise themselves with the **VARIOUS ESSAY TYPES, LONGER AND SHORTER TRANSACTIONAL TEXT FORMS AND TYPES** that need to be covered in the FET Phase – with reference to the **CAPS Document pages 35-45**. Document and in the **OFFICIAL LANGUAGES DOCUMENT FOR FIRST ADDITIONAL LANGUAGE GRADE 12, 2014** and the **EXAMINATION GUIDELINES FOR ENGFAL 2021**.

- **The FORMATS in SECTION B and SECTION C** (Longer and Shorter Transactional Writing) again was a problem for learners during the writing of this year’s examinations. Longer and shorter transactional pieces **should be covered in logical sequence or in cycles from Grade 10 to Grade 12 over a period of three years during the FET PHASE. Consult the CAPS Document or the SUBJECT ADVISOR in your District.** Teachers cannot (with success) teach all these text-forms in Grade 12 only.
- Educators need to teach and rigorously revise proper sentence construction and paragraph development. To counteract poor sentence construction, teachers should focus on “joining sentences” and using the appropriate conjunctions when covering grammar. Language structures and proper language conventions should be taught extensively, effectively and substantively in the FET Phase.
- Subject advisors and departmental heads need to ensure that educators use the marking rubrics when assessing creative writing pieces. Learners should also be exposed to the different descriptors and categories within the THREE rubrics so that they understand how marks are allocated.

ASPECTS THAT CAN BE FOCUSED ON IN ENGLISH FIRST ADDITIONAL LANGUAGE TEACHING AS RELATED TO CREATIVE WRITING

LANGUAGE CONVENTIONS THAT NEED ATTENTION IN THE ENGLISH CLASS	OBSERVATIONS ABOUT CREATIVE WRITING
<ul style="list-style-type: none"> • Sentence structures and conventions • Parts of Speech • Tenses 	<p>Learners need to be taught the various types of essays that can be produced and how each one should be structured.</p> <p>Formats for the longer and shorter transactional texts need to be taught.</p>

<ul style="list-style-type: none"> • Modals (have to/had to, must, should, need, ought to and their negative forms) • Use of passive voice • Subject - verb concord • Reporting • Use of reported speech • Commands and requests • Statements • Questions • Clauses • Noun clauses • Adverb clauses of condition and time • Relative clauses • Determiners • Prepositions • Spelling rules • Conditional sentences • Emotive and manipulative language • Implied meaning and inference • Denotation and connotation • Contractions • Synonyms • Antonyms • Homonyms • Homophones • Prefixes, Roots, Suffixes and Affixes • Conversational English • Context • Colloquial Language • Figurative and Literal Language 	<ul style="list-style-type: none"> • Paragraph development and structure needs serious attention. • Syntax • Sentence construction • Original Writing • Peer Editing • Writing Techniques • Register • Style • Voice • Text Production (Posters, Adverts, Cartoons etc.)
TIPS TO ENCOURAGE LEARNERS TO WRITE THAT CAN BE ATTEMPTED AT SCHOOL LEVEL	
<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. • Daily Diary Writing, Short Story Writing (50 words) 	<ul style="list-style-type: none"> • Essay Competitions / Olympiads • Creative Writing Workshops • Story Walls in your Classroom