

This report aims to provide feedback to educator with regard to the assessment of the Paper Three and to give guidance on how to improve the results of these candidates.

Please note that this is a part-time paper, there are many challenges faced by these candidates, and we need to be sensitive about this.

Findings:

1. Most candidates were not informed that the paper consisted of **five** sections, the last section being the response to short story from **“Transitions”**
2. Candidates are not being taught to write essays in the Part – Time classes anymore. This means that they do not:
 - (a) Know how to use paragraphs correctly
 - (b) Use a variety of linguistic structures
 - (c) Have any information about the writing of shorter pieces, such as the letter, the newspaper article, the agenda, the report
3. Candidates are **not** informed that SMS and other colloquial language is not allowed in the writing of this paper.
4. Below is a list of common errors which can easily be eliminated:
 - (a) the use of the lower case for “I”.
 - (b) Did’nt
 - (c) Ruff
 - (d) Dear:Mellissa
 - (e) Confusion between ‘know’ and ‘now’
 - (f) A lot
 - (g) Inlove
5. There are many candidates who are writing their entire essays in CAPITAL LETTERS. They should be informed that their markers assume they have no conception of punctuation if they do so.
6. Candidates are also not indicating their topic numbers of the response that they have chosen. This creates a bit of confusion with the markers.
7. There are still, unfortunately, candidates for whom the question paper is out of their depth and they simply rewrite the entire question paper.

8. We have found scripts from the English Second Language Paper Three in amongst our scripts. This indicates to us that either:
 - (a) Candidates do not fully understand / know what they have been registered for.
 - (b) Candidates have changed their subject/grading midway through the year, and the result of this is that they are not able to cope with the rigorous demands of this subject.

Recommendations:

1. It is strongly urged that educators (especially those at the ABET centres) go back to the basics of teaching candidates the planning and preparation of the essays and the other shorter pieces.
2. Part-time candidates, or rather those who are at the ABET centres or at schools, should be informed about the list of prescribed stories that they should be familiar with for the examination purposes at the end of the year.
3. This should be the duty of the curriculum or subject advisors to ensure that the correct information is carried over and that those candidates are not penalised.

It is hoped that with these measurements in place, we will find candidates in the 2007 examination more adequately prepared for the rigours of this examination.