

This report aims to provide feedback to the teacher on the marking of Paper 3 and to give guidance on how to improve the results of these candidates.

As this is a paper for part-timers, we are aware that there are many challenges faced by these candidates and that we need to be sensitive to these.

Findings:

1. Most candidates were not informed that the paper consisted of **five** sections, the last section being the response to short stories from **"Transitions"**
2. Candidates are no longer being taught to write essays in their part-time classes. This means that they do not
 - know how to use paragraphs correctly;
 - use a variety of linguistic structures; and
 - have information about the writing of shorter pieces, such as the letter, the newspaper article, the agenda and the report.
3. Candidates are **not** informed that SMS language and other colloquial language are not allowed in the writing of this paper, except where they may be germane to a particular question.
4. Below is a list of common errors which can easily be eliminated:
 - Use of the lower case for "I".
 - did'nt
 - ruff
 - Dear: Mellissa
 - Confusion between "know" and "now"
 - alot
 - inlove
 - "must of" for "must have"
5. There are many candidates who are writing their entire essays in CAPITAL LETTERS. They must be informed that, if they do, the person marking the paper will assume they have no understanding of punctuation. A numbers of candidates summarily mix up capital and lower case letters, particularly at the beginning of a sentence.
6. **Candidates are also not numbering their responses to the questions they have chosen, despite specific and emphasised instructions at the outset of the paper.** Markers are constantly being delayed by the need to ascertain what question the candidate is answering. This creates constant irritation and confusion among markers.
7. Unfortunately, there are still candidates writing this question paper who are out of their depth and who simply rewrite the entire question paper in their answer books.
8. We have found scripts from the English Second Language Paper 3 amongst our scripts. This indicates to us that either candidates do not fully understand/know what they have been registered for, or have changed their subject/grade midway through the year. Either way, they are not able to cope with the demands of this paper.

Recommendations:

1. It is strongly urged that teachers go back to the basics of teaching candidates the planning and preparation of the essays and the other shorter pieces.
2. Part-time candidates must be informed about the prescribed stories with which they must be familiar for this examination.
3. Curriculum advisers must ensure that the correct information is conveyed and that these candidates are not penalised.

It is hoped that, if the above are implemented, we will find candidates in the 2008 examination more adequately prepared for the examination.