

OVERVIEW:

This question paper seemed easy, but the vast majority of the candidates could not interpret some of the higher order questions.

QUESTIONS PRESENTING PROBLEMS TO CANDIDATES:

There were inadequate responses to open-ended questions, which demand thought beyond the text. Candidates could not grasp the demands of the question. They did not substantiate their arguments clearly, and simply rephrased questions such as 1.3 and 4.2.4.

The format of the summary had clearly been taught by teachers as the overwhelming majority of candidates wrote the summary in the correct format, viz. numbering, complete sentences, etc. In addition to this, a very small number of candidates made use of SMS language. Teachers should be lauded for emphasizing this aspect of language usage.

In the language section, Section C, the teaching of indirect and direct speech was clearly lacking in some centres. Spelling conventions should be emphasized.

QUESTIONS WHICH WERE WELL ANSWERED:

- Question 2: Candidates had merely to recall information from the text and were not penalized for paraphrasing their answers.
- Question 7: Candidates knowledge of parts of speech was tested here and they fared extremely well. Although they were assisted with the words in the text, it still took a fair degree of comprehension to answer this question correctly.

AREAS OF CONCERN:

- The direct and reported speech question was poorly answered by candidates.
- Answering of cartoon-related questions: Many candidates could simply not answer questions pertaining to “mood”.
- The teaching of visual literacy is clearly lacking at some centres. Many candidates could simply not understand the questions and fared very badly.
- Advertising techniques were not taught at some centres as many candidates failed to identify a slogan in the advertisement. Also, they could not always explain why the picture of a mother and baby was used in the advertisement.

RECOMMENDATIONS:

- Conventional language practice, e.g. spelling conventions, should be taught and emphasized as many candidates fail to score marks for these sections. Rules and conventions regarding direct speech, reported speech and persuasive language should be taught.

- Visual literacy has clearly been neglected and teachers must teach these aspects of language to candidates. Teaching of visual literacy would merely enhance their comprehension and critical thinking when they have to ponder on the impact of visual texts.
- In addition to literature, candidates must be exposed to various types of texts so to discern who is being addressed and why. In this way, they are taught how to substantiate their arguments.

Although the matric year is quite taxing with regard to literature teaching, it is clear that language skills should be taught in the FET phase and fine-tuned in the matric year. In this way candidates will be well prepared for this question paper.