

What helped many candidates was that the creative writing pieces did not have a directive to write either a **narrative** or a **descriptive** piece. This helped the candidates to provide a personal response and also enabled the markers to mark accurately on the grid.

The **pictorial response** was very well received by the candidates, especially the one dealing with South Africa where many interpretations were acceptable.

Many candidates did not produce the correct format of the **formal letter**, perhaps because they were not taught it at school.

The tone of the **formal and friendly** letters is something to which teachers must give attention. Candidates must understand that they are writing for an audience and that their language must be appropriate.

Although the **diary** was an easy option, many candidates did not understand that writing about a very intimate sexual experiences was rather alienating for the marker. Also, expletives have no place in an answer book.

Many candidates managed the **informal speech** and the **directions** very well, perhaps because these pieces of writing were informal and this made the writing process very easy.

The **magazine article** was not well answered because many teachers had taught newspaper reports, but not the magazine article. Candidates did not focus on inspiring, entertaining or informing their fellow learners.

Recommendations:

1. That candidates, from Grade 10 onwards, keep a creative writing book, which will contain notes on all the creative writing pieces they have practiced and written. At the end of the Grade 12 year, when preparing for the examinations, candidates will then have a good point of reference with which to prepare for the examination.
2. The portfolio pieces should not be the only form of creative writing being taught.
3. Candidates should be taught basic language, such as participles and the proper use thereof, deep structure, correct use of the apostrophe, paragraphing and the correct use of tenses and concord.
4. Candidates tended to plan their essay and then rewrote the essay without editing it. This was a fruitless exercise. Candidates should be taught how to plan and edit properly.
5. Handwriting: Candidates must not write an entire essay in capital letters. Also, a neat handwriting will always count in the candidate's favour.
6. Many candidates do not label their rough work and final draft clearly. They must also write the essay number and title at the top of the FINAL draft.

Conclusion:

It is hoped that the creative writing paper will inspire a new generation of writers, something that our country severely lacks. The creative writing paper also gives the markers an opportunity to engage with the candidate on a different, more intense, platform. This promotes dialogue and we hear the inner voice of the child. For this, the marking team is grateful.