- Most of the centres have submitted audible and clearly labelled recordings.
- Generally, a wide range of samples was submitted.

POSITIVE COMMENTS:

- All the examiners were friendly and put the learners at ease during the interviews.
- A few examiners assessed the candidates based on the assessment criteria and gave marks accordingly.
- Some examiners allowed candidates the opportunity to elaborate and justify their contents in more detail.
- Time of the recordings was mostly managed well.
- Most centres indicated the candidates who were in the sample with an asterisk (*) on the speaking summary forms.
- Most marks were transferred correctly onto the USB stick.
- There was a marked improvement in the focus of the orals as most orals focused on the texts and themes only and did not really wander off into general discussions about politics and racism. Thank you for that.

NEGATIVE COMMENTS

- Some examiners did not ask challenging questions to candidates. As a result, the learners had a tendency to merely regurgitate what they have written in their assignments instead of exploring their views in depth.
- Examiners interrupted candidates during their conversations which either made the candidate stop or forget their point.
- Even though it is allowed to take the assignments into the examination room, it is disconcerting to hear how many candidates merely read their answers from their assignments. This was very disadvantageous to otherwise good candidates.
- There was also some evidence that some teachers assisted candidates by scribbling answers on a piece of paper when they realised the candidates could not answer the questions. It is better to merely move on to the next question.
- Many examiners asked questions based on the background story of a character. This is unnecessary and will not score the candidate higher marks. It is important to remember that Fugard loosely based his play "Road to Mecca" on Helen Niemand, but did not reflect the true accounts of her life. (In the play, she does not commit suicide.) The focus when discussing Helen should, therefore, be on Fugard's creation and not the actual person.

RECOMMENDATIONS

- Warm-up sessions need not be part of the main recordings.
- Examiners should read the syllabus thoroughly and assess the candidates according to the marking criteria. Marking the assignments thoroughly with a red pen guides the external moderator into understanding the mark allocation of the internal examiners.
- Internal moderation should take place at school.
- Internal standardization should also take place should there be more than one examiner.
- Ensure that a variety of marks, which includes the highest and the lowest mark in the centre, is submitted.
- Centres should indicate the samples with an asterisk (*) on both summary forms (the written as well as the speaking summary forms).
- Avoid asking questions chronologically based on the assignments. Learners should not merely regurgitate what was written in the assignments but be given the opportunity to develop their arguments further.
- It is advisable that, if there is more than one examiner in a centre, the recordings are grouped according to the examiners on the USB sticks to ease the process for the external moderators.
- In the poetry section, it is recommended to formulate questions that focus on one poem only in Papers 3 and 4. It is advised to ask the candidates to rather discuss how the theme of (for example) death is depicted in a specific poem. This prepares them better for the AS levels too.
- Furthermore, even though "literary aspects are assessed to a lesser extent in the NSSCO examination" [Addendum C: MARKING GRID FOR ORAL DISCUSSION OF LITERATURE – (PAPER 4) p. 30 of the syllabus] the candidates who were able to explain and discuss the effects of literary devices were placed in a higher mark band than those who merely present general discussions and opinions.
- To make the moderation process less cumbersome, it is kindly requested that the marks of both assignments are reflected on a combined cover page for both assignments.