

## 1. GENERAL COMMENTS

- Grade 12 AS/NSSCAS is the first time that this examination is been written thus comparisons cannot be made to previous years' examinations. However, it is evident that most of the candidates are unable to express themselves in writing and to address the audience (audience writing). There are still few candidates that use English terms in their writing. There is great concern of dialectic language use in writing, as candidates write as they speak and do not write the words in correct way.
- The majority of the candidates could understand and answer the question paper to the best of their abilities, although some of them have limited vocabulary and could not expressed themselves very well. Some of the candidates could not interpret some of the questions well – refer to Comment on specific questions.
- Some of the candidates' handwriting was a concern because they wrote over the right-hand margin.
- The use of capital letters in the middle of sentences where it is not applicable as well as punctuation marks.

## 2. COMMENTS ON SPECIFIC QUESTIONS

### SECTION A:

- 1 This question was chosen by most candidates; however, they were expected to write about their life after the graduation. Many candidates limited themselves to look for work after graduation and they did not expand their ideas. The enthusiasm they created was just about partying and drinking spree. Candidates think achievement is all about buying cattle, houses and cars. They should have imagined better live e.g. aspiring to become managers, CEO, etc. They were unable to create sense of character and enthusiasm which brought their marks down.
- 2 This question was the least favored by the candidates and they created detailed sense and setting.
- 3 This question was chosen by few candidates, however, there was a misinterpretation of the summer or winter day. The candidates wrote about winter or summer as a season, they did not choose about a specific day in the two pieces written.
- 4 This question was the most chosen question, candidates could relate it to their own experience, prevailing injustice and anger. Some candidates wrote it as witnesses to certain incidents which made their writing weaker in expression of required senses. Candidates should have mentioned several injustices to prove that he/she was indeed an unkind teacher. They could not evoke a sense of anger.

### SECTION B:

- 5 This question was chosen and misunderstood by few candidates and they only saw part of the question "*The Young People*" and rushed with answering about the attitude and behavior of young people in general." The young people in uncertain time". The writing of about Book Review was not followed. Very few candidates could not respond to this question as it was required.
- 6 This question was also chosen by majority of the candidates although some of them did not write it as a speech and just mentioned facts about the importance of education, however they skipped part of the question and did not talk about how they should "use education to change the world". Good attempts were demonstrated by some of the candidates that used appropriate quotes and idioms to encourage the need and importance of education for all.
- 7 This question was chosen by most candidates, however, there were clear arguments supporting the reasons for each letter. Few of the candidates responded with more facts in one letter than the other one. Valuable comments were shown that demonstrated the higher thinking skills of the candidates.

- 8 This question was the least chosen question. It was very clear to see that candidates did not know how to write articles for magazines.

### 3. POSITIVE SUGGESTIONS TO TEACHERS

- The teachers should teach candidates to interpret different questions as candidates only understands one part of the question and start to answer the question;
- Give candidates training on how to identify keywords in different type of questions;
- The marking scheme/grid should be used to train the candidates on expected standard on how each section (section A imaginative writing and Section B writing for audience) should be answered;
- Candidates should be exposed to different type of reading materials for them to be able to answer longer pieces, and to make their writing pieces more interesting and stronger in vocabulary as well. Candidates should move away from using ordinary language and starts writing creatively and imaginatively when writing essays;
- Practical exposure to questions should be done at centres, so that candidates can be familiar with writing of two (2) contrasting pieces for one question;
- In conjunction with the syllabus and other available materials plus Otjiherero Orthography latest Edition should be used to avoid unnecessary grammatical errors;
- Teacher should train their candidates on all different types of tasks that are likely to be asked in Section B.