

Candidates must be made aware that when answering a language paper they are expected to understand and apply appropriate terminology. Active and passive voice, direct and reported speech, punctuation, register, stylistic devices, etc. must be taught. Teachers should use recent examination papers to clarify and guide.

The candidates in understanding the lay-out of the paper and the level of difficulty of questions that they can expect.

#### Question 1 – Comprehension

Of concern was the large number of careless and slapdash answers where candidates weakly attempted answering the question. Candidates must be made aware of the instruction to 'use your own words'.

Merely lifting sections directly from the passage does not usually earn marks as the test is to see whether the candidates have comprehended the language used. For example, to state, in answer to 1.6, that the difference between a *copyist* and *translator* is that the *copyist copies and the translator translates* does not earn marks.

#### Question 2 – Summary

Although this summary question was better answered than in the past, too many candidates confused their numbering because they did not follow instructions which included that they write 'tips' telling parents 'what they should do'. This implies that the answer must contain instructions and not statements.

#### Question 4.

By now it should be clear that the editing question consists of language correction questions and that teachers must ensure that learners practise and improve these skills.

In conclusion: There were fewer SMS-type answers this year. (Thank you for that.) However, attention must be given to the overall presentation of answers. This is a formal English examination and therefore untidy handwriting, slang words, inappropriate sentence structure, excessive use of the slash (he/she), overuse of the ampersand (&) instead of 'and', and other cavalier writing habits are disconcerting.