

If only one general comment were to be made, then it would be that candidates from centres that fared poorly in this paper had clearly been reluctant to **READ AND FOLLOW INSTRUCTIONS**. This was evident in a relatively inconsequential error like not heeding the instruction to start each new question on a clean page. However, failure to read and properly comprehend what a question specifically required generally lost candidates marks. Candidates should therefore be encouraged to sit the full length of the paper so as to allow themselves enough time to read every single word on the question paper at least twice. Candidates should be trained to ask themselves each time they are confronted by a new question: ***“What does this question / instruction want me to do?”*** They should ask and answer this question for themselves **before** putting pen to paper.

This might seem obvious, but remind candidates that, should they be unable to discern the correct option in a Multiple Choice question (in any exam paper), they should **guess** at the correct answer. There is really no merit in leaving that answer blank! This paper contained 4 Multiple Choice questions, i.e MCQs made up 5% of the total mark. Some learners omitted to answer any of them!

Where two answers are written next to a number, only the first answer will be marked, even if the second answer was the correct one.

The following comments relate to the specific sections of the Language paper:

Comments relating to the answering of Section A – The Comprehension:

Learners should be familiarised with the various permutations of the the instruction **to quote**, i.e quote a sentence, quote 3 consecutive words, quote a word from a specific paragraph, quote a proverb, etc... The mark is only awarded if the instructions have been followed correctly.

True or False questions will always require a supporting quote. Candidates are not awarded the mark for a correctly stated True or False if that choice is not accompanied by a quote (note: any quote.)

Comments relating to the answering of Section B – The Summary:

Candidates should be taught to identify **specific instructions** in the summary instruction. These tend to change from year to year. Examples here would include: request for a heading, indication of number of words used, mentioning only a specific aspect of something (e.g the advantages , ...)

The format of the summary will be **numbered point-form**. One language mark is lost when bulleted points are provided instead of numbered points.

Only ONE fact per sentence or point should be written. Where more than one fact per sentence was written, the candidate was only awarded one mark. In cases where the correct point was stated after an incorrect point in the same sentence, no mark was awarded.

The summary is not a creative writing exercise. Candidates should only include points that were mentioned in the passage and should resist the urge to write from personal experience.

Comments relating to the answering of Section C – Language in Action:

Question 3 of this question paper emphasised how absolutely invaluable the cloze-type exercise is. It allows the educator to test a wide variety of sections of the language syllabus in one exercise. This type of exercise also enables learners to practice numbering conventions.