

General comments.

Thanks to educators and learners for limited sms style of writing. In fact the general presentation of answers was much improved.

Examination specifics.

*Instructions:*

The adherence to instructions was much improved. Most candidates made the correct choices i. e. two poems, one essay and one contextual question.

*Section A: Poetry*

This section was generally well answered. An improvement is noted in the preparation for this section. It appears that poetry is no longer taught as a series of summaries. Candidates coped well with questions which required close reading, interpretation and function.

*Areas of concern.*

Misinterpretation occurred in the poems 'the night train; and 'When I have fears'. Educators and learners are directed to memoranda (of previous papers) which are available for guidance and are reminded to guard against single concrete interpretations.

*Section B: Drama*

Many candidates were competent and well prepared. However many candidates disadvantaged themselves by lapsing into story-telling and prepared answers in the essay questions. Candidates fared better in the contextual questions where they were directed to question specifics.

*Areas of concern*

Candidates had difficulty with a question which focussed on Claudius rather than Hamlet c f question 6. Guard against presenting the drama merely as a story and the story of only one man. Essay question techniques such as identifying keywords, the number of characters to be discussed and who those might be, should be revisited so that once the candidate has mastered the plot he/she can focus on the specifics of an essay question. In the contextual questions candidates penalised themselves by ignoring keywords such as 'further' in 5.5.2, loosely meaning later on, and 'initially' in 5.1.3, loosely meaning before.

*Section C: Novel*

Many candidates were very well prepared.

*Areas of concern*

Some candidates disadvantaged themselves by approaching the questions especially the essay question, question 10, from an overly paternalistic and

pro-colonial vantage point. In the contextual question candidates again ignored keywords such as 'later' in 9.1.3.

*General areas of concern*

Candidates struggled with some basic concepts such as :

- parts of speech question 3
- the dash question 3
- the difference between literal and figurative
- tone

Candidates had difficulty :

- quoting single words when asked to do so
- refraining from overly verbose answers for one mark question