

Thanks are due to the teachers who prepared the Standard Grade candidates for their final examination in 2006. There was a general improvement in the responses from many of the centres. The *Buckingham Palace* and *The Hajji* questions were generally well answered.

However, there were a few centres where the responses were disappointing. There are also many ABET centres where the candidates were not able to answer the questions because they seemed not to have been sufficiently prepared for the exams. Perhaps teachers from full-time schools could assist at these centres so that there is more certainty about the coverage of work. Maybe these centres should be encouraged to write common papers.

#### AREAS OF CONCERN:

Candidates are not using inverted commas when asked to quote.

Candidates are not able to explain or give a reason for a particular answer.

The numbering system used in the final question paper needs to be introduced into internal exam papers so that candidates become familiar with it.

Candidates should also be taught to write their answers one below the other.

The leaving of a line between questions and the starting of the second section's question on a new page needs to be stressed .

#### TEACHING GUIDELINES:

Candidates should be taught the figures of speech which normally come up in the papers, e.g. metaphor, simile (not similier / similiar), alliteration, personification. They must be asked to explain why it is an example of that particular figure of speech.

Examples of literal and figurative language need to be given regularly. Candidates should also be able to explain their answers in this regard.

Key words and expressions need to be identified in poems, e.g, "follow" in *Follower*.

Explain the purpose of the Hajji's visit to Mecca, why he was called a "hajji", the behaviour expected of him, etc.