

On the whole the candidates responded quite well to the question paper. This paper was intended as the supplementary paper but eventually had to be used as the final question paper.

The unseen poem was answered quite well. The marks obtained on this question seemed higher than the previous year. Candidates are displaying decent insight into unseen poems. The candidates scored quite high on the poetry section. It is hoped that candidates did not focus on the poems that were not in the original paper but that their responses reflected their overall appreciation of poetry.

The contextual questions on the dramas were well attempted. It is important that candidates be aware of the mark allocation for these questions. This seems to have been adhered to. The essay still presents a problem. The ability to express an appropriate idea in a manner that will enable a candidate to be placed high on the language and style axis is a problem. Candidates brainstorm on what they want to say. Hardly any focus on how they want to say it. The marking grid for the essay incorporates both aspects. Curriculum advisors should check how many literature essays are written at schools during grade 11 and 12. More schools taught Hamlet than Othello. Both dramas were answered equally well.

At a few schools more time seems to be spent on teaching the drama than the novel. Elementary mistakes in the answering of the novel made this obvious.

During the marking process it is evident that some educators teach directly from study guides. This must stop. It seems as if unprepared educators too quickly reach for a number of these books. These guides only cover certain aspects of the books. A few glaring errors have been picked up in some of these guides. A few candidates tweak the responses in these guides to suit the questions in the paper. They fail miserably at this.

On the whole the paper was answered quite well.