

SECTION A

Most candidates answered question satisfactorily. However, at a few centres candidates wrote rather short essays and did not know how to structure an essay. Essays must have paragraphs, but some candidates wrote the whole essay without skipping a line. Candidates need to be taught how to answer this question, and must be instructed to write essays of the required length. Some did not read the topics carefully and they ended up writing essays that were off the topic.

SECTION B

About 50% of the candidates could not differentiate between a friendly- and a formal letter. They did not know how to structure letters. Dates and addresses were frequently left out. Nevertheless, some candidates produced excellent letters.

SECTION C

This section was a disaster, especially as regards the correct forms for the different pieces of writing. They did not know how to structure a dialogue, an obituary, a notice of a meeting or a meeting agendas. Some wrote dialogues without the names of their characters and without any indication of where and when the dialogue was taking place.

SECTION D

This was also a problem section. Again, there was widespread ignorance about the required forms for shorter pieces, such as e-mails, diary entries and memorandums.

It appears that these candidates have never been exposed to computers and that their teachers have never attended NCS training where they would have been told of changes to the syllabus.

SECTION E

This section is a response to literature and only 5% of the candidates answered this question appropriately. It seemed that most of the candidates had never read the book.

Some candidates used their general knowledge to answer this question, since the book is about traditional literature. They did not base their answers on the themes of the prescribed work as they were supposed to do.

RECOMMENDATIONS

Candidates need to be encouraged to read questions carefully, underlining key words. They need to be taught the correct forms of the various pieces of writing. Adult learning centres need to be monitored at least quarterly. Candidates must be familiarised with such things as e-mails and faxes.

Teachers at adult centres must be encouraged to attend workshops regularly so that they keep abreast of syllabus developments.