

**GENERAL COMMENTS.**

There is much for which teachers can be commended:

- Good teaching across the different genres
- Examination techniques well drilled
- Candidates' presentation of answers much improved
- Very few candidates made incorrect choices for genre options

Teachers are reminded to teach candidates

- to use the present convention;
- to avoid *could of*, *would of*, and *should of*;
- to write on both sides of the page;
- not to leave pages blank;
- not to do write neat work or final copies in pencil;
- that personal life-stories have no place in the literature paper;
- the meaning of instructions like *account for* and *illustrate your answer by drawing on*;  
and
- to refrain from verbose answers for one or two marks.

**EXAMINATION SPECIFICS:**

**SECTION A: POETRY**

This section was generally well answered. An improvement was 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 and interpretation.

**Areas of concern**

Candidates often ignored instructions where they were directed to respond to a specific idea or part of the poem. This happened in 2.2 where candidates had to respond by referring to the diction. Unfortunately candidates did not always quote the words on which they based their answers.

Poetry essays, more often than not, took the form of a paraphrase of the poem. Candidates were specifically instructed to focus on key areas, like mood, diction or imagery, to help them to write an essay rather than a summary or paraphrase.

**SECTION B: NOVEL**

Many candidates were very well prepared.

**Areas of concern**

There is a worrying tendency amongst candidates to rewrite the passage of the contextual passage in place of tackling the essay topic or conversely basing their essay on events in the contextual passage only. Candidates should be made aware that the contextual question and the essay question for one genre are separate questions.

In the contextual question candidates again ignored key words or misunderstood instructions.

### **Section C: Drama**

Many candidates were competent and well prepared. However, many disadvantaged themselves by lapsing into story-telling and prepared answers in the essay questions .

#### **Areas of concern**

Guard against presenting the drama merely as a story and the story of only one man. Essay question techniques, such as identifying key words, 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 or she can focus on the specifics of an essay question.

In the contextual questions, candidates penalised themselves by ignoring key words.