

1. GENERAL OBSERVATIONS**1.1 RESPONSES TO CONTEXTUAL QUESTIONS.**

- 1.1.1 Many candidates did not know how to respond to questions succinctly and align their responses with the mark allocation.
- 1.1.2 The number of words that candidates use when answering these questions indicate that candidates are not sure of their responses and so write extensively for a question that secures only two, three or four marks.
- 1.1.3 Candidates respond to questions beyond the context of the passage, when the question clearly states which lines that they should refer to in the passage or poem.

1.2 RECOMMENDATIONS :

- 1.2.1 Teachers need to teach candidates HOW TO ANSWER a contextual question:

Read the question carefully.
Look at the mark allocation.
Find links in the question with the passage or poem.
Edit your responses, as if you are marking them.

- 1.2.2 Teachers need to inform candidates that when the question reads 'in the poem' or 'extract as a whole', they need to USE THEIR KNOWLEDGE OF THE ENTIRE POEM OR TEXT and link it to the question.

N.B. There are teachers who are doing the above and it reflects in the articulate responses of their candidates. Thank you to those teachers!

2. RESPONSES TO POEMS

- 2.1 Responses are 'glossed', and do not home in on the question.
- 2.2 The poem, by the nature of its genre, cannot be 'glossed' and requires 'deep' analysis.
- 2.3 A literal response to a question is the access point to the poem, BUT THE POEM IS EXAMINED at a deeper level – theme and style questions are included.

3. UNSEEN POEM

- 3.1 The essay question (Question 6).
- 3.1.1 Candidates need to be informed that the unseen poem is examined under the same principles as the seen poems, so it must be engaged with at the same level as the other (seen) poems.

4. ESSAY QUESTIONS

4.1 Questions 7, 11, 13 and 15

- 4.1.1 Candidates need to be informed that the ACTUAL TOPIC in the question paper is the stimulus for their response in the essay. THE BULLETS ARE GUIDES and must be treated as such, BUT the topic is the question that is being examined.
- 4.1.2 Candidates paraphrase and lapse into story-telling, but this is not what is examined in this section of the paper. It is an engagement with the prescribed text at a THEMATIC LEVEL and A STYLISTIC LEVEL, which includes character study, AND all of these play a role in the essay question.