



QUALITATIVE ANALYSIS OF LEARNER RESPONSES
NATIONAL SENIOR CERTIFICATE 2020
WESTERN CAPE EDUCATION DEPARTMENT

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REPORT 2: QUALITATIVE ANALYSIS OF LEARNER RESPONSES

SECTION 1: (GENERAL OVERVIEW OF LEARNER PERFORMANCE IN THE QUESTION PAPER AS A WHOLE)

It appears as if candidates generally fared (slightly) better than in 2019, particularly in the poetry section (Question 9).

There was a wide range of marks in all 9 questions of the examination paper. Very few candidates answered questions 1,3 and 5 (*Kringe in 'n Bos*, *Meeulanders* and *Poppie, die drama*) and these 3 questions were generally not answered as well as the other questions. It would appear that candidates who answered these questions did not study these works in class: most of the candidates who answered these questions were from centres where the other candidates answered other questions, i.e. they answered the wrong questions.

In the prose section, candidates generally struggled with the question on "inner conflict" that appeared across the board (question 1 – 8). The questions identifying the most prominent characteristic of a character in the extract (choice of 3 given) were answered by weaker candidates. In the second part they did not base their motivation on the extract.

Candidates often answer the question "Watter emosie..." or "Hoe voel jy..." (4.10) with an opinion, rather than an emotion. There were more candidates than expected, who could not cope with these questions.

Not many centres achieved excellent results across the board and there seemed to be fewer distinctions than last year. Some centres performed poorly. It seems as if the number of very weak

centres, fortunately, has decreased. There are still candidates, however, who answered questions on set works that the centre did not teach and these candidates achieved very low marks. On the other hand, some centres are implementing (teaching and testing) CAPS very well in ALL GRADES and the candidates of these centres are familiar and at ease with CAPS-related vocabulary like, verskil, oorsake, gevolg, doel, perspektief, impliseer, verwys na, houding, verwag, innerlike konflik, kenmerke, ironie) as well as the different cognitive skills/levels, as tested according to Barrett's taxonomy. In other centres it is clear that candidates are unfamiliar with vocabulary that relates directly to the CAPS document and the cognitive levels (see pages 92-93 of the CAPS document).

It seems as if there are not huge discrepancies between the different questions and candidates who answered question 4 and 7, (1st option) and question 9, generally fared slightly better the poetry section, where they have the advantage of having the text in front of them. Candidates who did question 8 and 9 generally fared far better in question 9 than question 8. Candidates also seem to more willing to prepare for the poetry than to prepare for the longer prose texts. It would appear that where candidates answered questions 4 and 7, they found question slightly easier. (Too few candidates answered the other works to make meaningful comments.) It would appear that the paper, perhaps, was not completely balanced (in terms of difficulty) across all nine works but other factors could have played a role; see comments above. (One must also remember, however, that the language level of the short stories (question 8) is far too sophisticated for the FAL learner and this must have also played a role in the candidates' performance.)

SECTION 2: COMMENT ON CANDIDATES' PERFORMANCE IN INDIVIDUAL QUESTIONS

(It is expected that a comment will be provided for each question)

QUESTION 1	
(a)	General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
There are very few (SC) centres where this work was taught and no NSC centres. Therefore, the marks for this question will be very low as many candidates who answered this question answered the wrong question.	
(b)	Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
See comment above. Also: the work is too long and complex for the average FAL candidate. It should be prescribed at HL level, not FAL level.	
(c)	Provide suggestions for improvement in relation to Teaching and Learning.
- Photocopy the table of contents page of the question paper (page 3) and regularly "teach" it to the pupils, particularly in September/October (or even number the September paper as they would expect it in finals, e.g. give them a question 8 and 9, starting on page 36, if you teach short stories and poetry) so that they know what to expect in finals. - Do not underestimate the value of reading aloud. Once you as teacher have read and explained key passages, let learners read it aloud in pairs to one another. The non-reader	

must check the partner's accuracy. Summaries can be used in the same way. This has the following benefits:

- Key vocabulary is reinforced.
- General language development is enhanced.
- Candidates gain reading comprehension, and over time, reading skills and speed.
- Encourage students to connect (via social media) with each other and with students from other schools to form study support groups. (My own students often show me very good study material from nearby schools which they have obtained through connecting with others.)
- Create the culture of sharing good material with other schools within your area by sharing your own good material. The more good study notes/old papers the candidates can access, the better.
- Continuously reinforce core vocabulary relating to the novel.
- The teaching of the CAPS is essential from the earliest possible grade: it is far too much work to teach vocabulary relating to CAPS on top of the vocabulary relating to the novel in the short grade 12 year. This also implies that from the earliest grade all tests and exams should incorporate the different thinking levels in a 40/40/20 ratio. In terms of teaching practice, it seems obvious that our questions in class should also be in the same 40/40/20 ratio: do we require our candidates to think evaluatively or to make deductions (e.g.) in our daily teaching practice? How can we expect them to do it in an exam situation if they never do it in a class situation?
- Consulting more than one study guide (notes, questions and answers) can greatly inform/improve a teacher's understanding (and therefore teaching) of the novel.
- Different types of mind-maps for different aspects such as characters, settings and storyline are necessary. Teaching and drilling of vocabulary is an absolute must. Regular revision opportunities need to be created. Cater for learners who learn visually, or indeed, have other learning styles.
- Use the internet as a source of information.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

- When candidates use English (or any other language) words, the word is covered and is not read as part of the answer. Strongly discourage the use of English words and encourage candidates to define the concept in Afrikaans if they cannot remember the actual word.
- Candidates must be encouraged to answer concisely and to avoid long paragraphs for 1-mark answers.
- Handwriting and the neat presentation of answer scripts remains an ongoing problem. Fortunately, there is improvement as there are fewer centres where this is problematic.
- Candidates must be encouraged to leave lines open between sub questions – it greatly reduces the risk of a sub question not being marked. (Fortunately, the examination assistants pick up these errors.)

QUESTION 2

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

As there were only a handful (no more than 5) centres who studied this work, it is difficult to give a general opinion. It would appear as if the learner performance was average (generally a level 4 achievement).

(b) Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Candidates struggled with 2.4 ("onderskei"), 2.15 (reading skills and content knowledge not good enough), 2.16 (innerlike konflik), 2.17. 2, 2.19 (wrong focus – focus on visit instead of gift), 2.21 evaluative thinking not good enough.

(c) Provide suggestions for improvement in relation to Teaching and Learning.

- Do not underestimate the value of reading aloud. Once you as teacher have read and explained key passages, let learners read it aloud in pairs to one another. The non-reader must check the partner's accuracy. Summaries can be used in the same way. This has the following benefits:
 - Key vocabulary is reinforced.
 - General language development is enhanced.
 - Candidates gain reading comprehension, and over time, reading skills and speed.
- Use material created for Google classroom as extra support for weaker candidates. In fact, make recorded lessons electronically available to all candidates: many learners have indicated that they re-used voice recording lessons on google classroom for their revision/exam study – so they heard the lesson (at least) twice.
- Encourage students to connect (via social media) with each other and with students from other schools to form study support groups. (My own students often show me very good study material from nearby schools which they have obtained through connecting with others.)
- Create the culture of sharing good material with other schools within your area by sharing your own good material. The more good study notes/old papers the candidates can access, the better.
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- Consulting more than one study guide (notes, questions and answers) can greatly inform/improve a teacher's understanding (and therefore teaching) of the novel.

	• Different types of mind-maps for different aspects such as characters, settings and storyline are necessary. Teaching and drilling of vocabulary is an absolute must. Regular revision opportunities need to be created. Cater for learners who learn visually, or indeed, have other learning styles. • Use the internet as a source of information.
(d)	<i>Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.</i>
	• When candidates use English (or any other language) words, the word is covered and is not read as part of the answer. Strongly discourage the use of English words and encourage candidates to define the concept in Afrikaans if they cannot remember the actual word. • Candidates must be encouraged to answer concisely and to avoid long paragraphs for 1-mark answers. • Handwriting and the neat presentation of answer scripts remains an ongoing problem. Fortunately, there is improvement as there are fewer centres where this is problematic. • Candidates must be encouraged to leave lines open between sub questions – it greatly reduces the risk of a sub question not being marked. (Fortunately, the examination assistants pick up these errors.)

QUESTION 3	
(a)	<i>General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</i>
	No NSC centres teach this work: we can therefore deduce that NSC candidates who answered this question did so by error. Very few candidates in total answered this question. Candidates generally fared poorly.
(b)	<i>Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</i>
	See comments above. Too few candidates did this question to make meaningful comments about sub questions.
(c)	<i>Provide suggestions for improvement in relation to Teaching and Learning.</i>
	• Do not underestimate the value of reading aloud. Once you as teacher have read and explained key passages, let learners read it aloud in pairs to one another. The non-reader must check the partner's accuracy. Summaries can be used in the same way. This has the following benefits: - Key vocabulary is reinforced. - General language development is enhanced. - Candidates gain reading comprehension, and over time, reading skills and speed. • Encourage students to connect (via social media) with each other and with students from other schools to form study support groups. (My own students often show me very good study material from nearby schools which they have obtained through connecting with others.)

- Create the culture of sharing good material with other schools within your area by sharing your own good material. The more good study notes/old papers the candidates can access, the better.
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- The teaching of the CAPS is essential from the earliest possible grade: it is far too much work to teach vocabulary relating to CAPS on top of the vocabulary relating to the novel in the short grade 12 year. This also implies that from the earliest grade all tests and exams should incorporate the different thinking levels in a 40/40/20 ratio. In terms of teaching practice, it seems obvious that our questions in class should also be in the same 40/40/20 ratio: do we require our candidates to think evaluatively or to make deductions (e.g.) in our daily teaching practice? How can we expect them to do it in an exam situation if they never do it in a class situation?
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- Different types of mind-maps for different aspects such as characters, settings and storyline are necessary. Teaching and drilling of vocabulary is an absolute must. Regular revision opportunities need to be created. Cater for learners who learn visually, or indeed, have other learning styles.
- Use the internet as a source of information.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

- When candidates use English (or any other language) words, the word is covered and is not read as part of the answer. Strongly discourage the use of English words and encourage candidates to define the concept in Afrikaans if they cannot remember the actual word.
- Candidates must be encouraged to answer concisely and to avoid long paragraphs for 1-mark answers.
- Handwriting and the neat presentation of answer scripts remains an ongoing problem. Fortunately, there is improvement as there are fewer centres where this is problematic.
- Candidates must be encouraged to leave lines open between sub questions – it greatly reduces the risk of a sub question not being marked. (Fortunately, the examination assistants pick up these errors.)

QUESTION 4

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

The general performance was average to good.

(b) Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

The following sub questions posed problems:

- 4.6.2 – deduction could not be made.

- 4.7.2 candidates described reasons for the atmosphere and not the atmosphere itself.
- 4.8: candidates could not always connect the consequence to an event – sentences in this question fairly long and complex.
- 4.9: candidates often simply provided facts about Miemie and not how this would enable her to be a good/better friend to Lien.
- 4.15: poor reading skills/content knowledge with weaker candidates.
- 4.16: “voorkoms (although explained in the paper not understood by weaker candidates.
- 4.17: innerlike konflik could not be explained.
- 4.19 lack of vocabulary
- 4.20 The “hoe” of the question was often ignored – also interpretation of song and connection to Lien was not made AND candidates focused on Christien instead of Lien.

(c) Provide suggestions for improvement in relation to Teaching and Learning.

- Do not underestimate the value of reading aloud. Once you as teacher have read and explained key passages, let learners read it aloud in pairs to one another. The non-reader must check the partner’s accuracy. Summaries can be used in the same way. This has the following benefits:
 - Key vocabulary and factual content are reinforced.
 - General language development is enhanced.
 - Candidates gain reading comprehension, and over time, reading skills and speed.
- Use material created for Google classroom as extra support for weaker candidates. In fact, make recorded lessons electronically available to all candidates: many learners have indicated that they re-used voice recording lessons on google classroom for their revision/exam study – so they heard the lesson (at least) twice.
- Encourage students to connect (via social media) with each other and with students from other schools to form study support groups. (My own students often show me very good study material from nearby schools which they have obtained through connecting with others.)
- Create the culture of sharing good material with other schools within your area by sharing your own good material. The more good study notes/old papers the candidates can access, the better.
- Continuously reinforce core vocabulary relating to the novel.
- The teaching of the CAPS is essential from the earliest possible grade: it is far too much work to teach vocabulary relating to CAPS on top of the vocabulary relating to the novel in the short grade 12 year. This also implies that from the earliest grade all tests and exams should incorporate the different thinking levels in a 40/40/20 ratio. In terms of teaching practice, it seems obvious that our questions in class should also be in the same 40/40/20 ratio: do we require our candidates to think evaluatively or to make deductions (e.g.) in our daily teaching practice? How can we expect them to do it in an exam situation if they never do it in a class situation?

- Consulting more than one study guide (notes, questions and answers) can greatly inform/improve a teacher's understanding (and therefore teaching) of the novel.
- Different types of mind-maps for different aspects such as characters, settings and storyline are necessary. Teaching and drilling of vocabulary is an absolute must. Regular revision opportunities need to be created. Cater for learners who learn visually, or indeed, have other learning styles.
- Use the internet as a source of information.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

See comment in this section at question 3.

QUESTION 5

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

See comments in this section of question 3.

(b) Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

See comments in this section of question 3.

(c) Provide suggestions for improvement in relation to Teaching and Learning.

- Do not underestimate the value of reading aloud. Once you as teacher have read and explained key passages, let learners read it aloud in pairs to one another. The non-reader must check the partner's accuracy. Summaries can be used in the same way. This has the following benefits:
 - Key vocabulary is reinforced.
 - General language development is enhanced.
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- Continuously reinforce core vocabulary relating to the drama.
- The teaching of the CAPS is essential from the earliest possible grade: it is far too much work to teach vocabulary relating to CAPS on top of the vocabulary relating to the novel in the short grade 12 year. This also implies that from the earliest grade all tests and exams should incorporate the different thinking levels in a 40/40/20 ratio. In terms of teaching practice, it seems obvious that our questions in class should also be in the same 40/40/20 ratio: do we require our candidates to think evaluatively or to make deductions (e.g.) in our daily teaching practice? How can we expect them to do it in an exam situation if they never do it in a class situation?

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

See comments in this section of question 2.

QUESTION 6

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Not many centres do this set work. I would estimate that there is a good range of marks, although I have not come across many outstanding scripts.

(b) Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Questions that proved challenging are:

6.5.2 candidates could not make deduction re attitude

6.6 candidates could not explain the inner conflict.

6.14 Maybe weaker candidates did not understand "teleurstelling" or maybe they did not place the extract as the "volstruisdans".

6.20 Reading skills/lack of vocabulary or knowledge led tot this question being poorly.

(c) Provide suggestions for improvement in relation to Teaching and Learning.

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seems obvious that our questions in class should also be in the same 40/40/20 ratio: do we require our candidates to think evaluatively or to make deductions (e.g.) in our daily teaching practice? How can we expect them to do it in an exam situation if they never do it in a class situation? • Consulting more than one study guide (notes, questions and answers) can greatly inform/improve a teacher's understanding (and therefore teaching) of the novel. • Different types of mind-maps for different aspects such as characters, settings and storyline are necessary. Teaching and drilling of vocabulary is an absolute must. Regular revision opportunities need to be created. Cater for learners who learn visually, or indeed, have other learning styles. • Use the internet as a source of information.
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
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QUESTION 7
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
There was a wide range of marks and most candidates achieved average or good marks. It would appear, however, that fewer candidates achieved above 90% than in the past.
(b) Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Questions that proved challenging are: 7.2.2 and 7.2.3 Candidates did not base their answers on Fiela's responses. 7.16 Candidates could not explain the inner conflict. 7.17 Weaker candidates did not have the reading skills/vocabulary/knowledge to fill in appropriate words. 7.20 Candidates focused on Barta's emotional state rather than her answers.
(c) Provide suggestions for improvement in relation to Teaching and Learning.
• Do not underestimate the value of reading aloud. Once you as teacher have read and explained key passages, let learners read it aloud in pairs to one another. The non-reader

must check the partner's accuracy. Summaries can be used in the same way. This has the following benefits:

- Key vocabulary and factual content are reinforced.
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- Use material created for Google classroom as extra support for weaker candidates. In fact, make recorded lessons electronically available to all candidates: many learners have indicated that they re-used voice recording lessons on google classroom for their revision/exam study – so they heard the lesson (at least) twice.
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- Use the internet as a source of information.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

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- Candidates must be encouraged to leave lines open between sub questions – it greatly reduces the risk of a sub question not being marked. (Fortunately, the examination assistants pick up these errors.)

QUESTION 8

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Many candidates achieved below 50% for this question. We reiterate our point of view: this set work is inappropriate for centres with weaker learners. The language in these short stories is complex and the vocabulary sophisticated. On top of that candidates must remember 8 sets of characters, story lines and settings. It would appear that in this COVID year many candidates simply gave up on reading these complex stories again and focused their exam preparation on the poetry section for which most achieved significantly higher marks.

(b) Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Questions that proved challenging are:

8.1.8 Candidates could not connect/deduce consequences to events.

8.1.9 Vocabulary too difficult in 4 options to choose from.

8.1.10 Very few candidates could explain the conflict.

8.2.6 c and d: A lack of reading skills/vocabulary/factual knowledge meant that candidates could not fill in appropriate words.

Weaker candidates also struggled with:

8.2.5b: could not make deductions re memories.

8.2.6 a and b: See comment above with 8.2.6 c and d.

(c) Provide suggestions for improvement in relation to Teaching and Learning.

- Do not underestimate the value of reading aloud. Once you as teacher have read and explained key passages, let learners read it aloud in pairs to one another. The non-reader must check the partner's accuracy. Summaries can be used in the same way. This has the following benefits:
 - Key vocabulary and factual content are reinforced.
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- Encourage students to connect (via social media) with each other and with students from other schools to form study support groups. (My own students often show me very good study material from nearby schools which they have obtained through connecting with others.)
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(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

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- Candidates must be encouraged to answer concisely and to avoid long paragraphs for 1-mark answers.
- Handwriting and the neat presentation of answer scripts remains an ongoing problem. Fortunately, there is improvement as there are fewer centres where this is problematic.
- Candidates must be encouraged to leave lines open between sub questions – it greatly reduces the risk of a sub question not being marked. (Fortunately, the examination assistants pick up these errors.)

QUESTION 9

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Most centres do this set work. I would estimate that there is a good range of marks, although I have not come across many outstanding scripts (above 90%).

(b) Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

The following questions were poorly answered or proved to be problematic:

9.1.1 Candidates included information which was not mentioned in title

9.1.2 Candidates used the term *eerstepersoonverteller* instead of *eerstepersoonspreker*.

9.1.3 Candidates connected the wrong interpretation to "aaneen".

9.1.5c Many candidates could not identify "loei" as onomatopoeia and thought it was a metaphor.

9.1.6 Not many candidates could give the function of the dash with accuracy.

9.1.7 Poor reading of the text/not knowing the term "vergelyking" led to many incorrect answers.

9.1.8 Many candidates underlined whole syllables, including the consonants or they thought assonance refers to letter repetition, not sound repetition and underlined both the long and short "a" sounds in the line.

9.1.9 very few candidates understood the term "sintuig" or lacked the vocabulary "gehoor".

9.1.13 Candidates gave generic, decontextualized functions of diminutive forms and did not base their answer on the text.

9.2.1 They could not deduce that it was a message of love.

9.2.2 The word "moet" in the question seemed to confuse many candidates.

9.2.4 The function of indentation could not be explained.

9.2.6 Many candidates suffered from confused thinking and could not explain clearly.

9.2.13 Candidates did not have a good understanding of "boodskapper" and often referred to either the sender or the receiver but not the messenger.

9.2.14 This question (placed incorrectly towards the end of the question) required different thinking steps: very few candidates did not realise that the answer referred to a "knipoeg" in line 1 and those who did make that connection did not say why the interpretation of the twinkling of the star as a wink is a realistic interpretation.

9.2.15 When candidates did not refer to Kaapse Afrikaans they did not get the mark if their answer had a negative/derogatory attitude towards Kaapse Afrikaans. So, answers like: "Dis nie regte/suiwer Afrikaans nie" or "dis kombuisafrikaans" were not accepted. If they used the neutral term "Dis nie standaardafrikaans nie" they got the mark. Teachers should take note and be careful about their own attitudes towards Kaaps that they display in class. Take note of the comment in the marking guidelines.

(c) Provide suggestions for improvement in relation to Teaching and Learning.

- Do not underestimate the value of reading aloud. Once you as teacher have read and explained the poem, let learners read it aloud in pairs to one another. The non-reader must check the partner's accuracy. This has the following benefits:

- Key vocabulary and factual content are reinforced.
- General language development is enhanced.
- Candidates gain reading comprehension, and over time, reading skills and speed.
- Use material created for Google classroom as extra support for weaker candidates. In fact, make recorded lessons electronically available to all candidates: many learners have indicated that they re-used voice recording lessons on google classroom for their revision/exam study – so they heard the lesson (at least) twice.
- Teaching and drilling of vocabulary, especially poetic devices, is an absolute must. Regular revision opportunities need to be created. Cater for learners who learn visually, or indeed, have other learning styles.
- Encourage students to connect (via social media) with each other and with students from other schools to form study support groups. (My own students often show me very good study material from nearby schools which they have obtained through connecting with others.)
- Create the culture of sharing good material with other schools within your area by sharing your own good material. The more good study notes/old papers the candidates can access, the better.
- The teaching of the CAPS is essential from the earliest possible grade: it is far too much work to teach vocabulary relating to CAPS on top of the vocabulary relating to the novel in the short grade 12 year. This also implies that from the earliest grade all tests and exams should incorporate the different thinking levels in a 40/40/20 ratio. In terms of teaching practice, it seems obvious that our questions in class should also be in the same 40/40/20 ratio: do we require our candidates to think evaluatively or to make deductions (e.g.) in our daily teaching practice? How can we expect them to do it in an exam situation if they never do it in a class situation?
- Consulting more than one study guide (notes, questions and answers) can greatly inform/improve a teacher's understanding (and therefore teaching) of the novel.
- Use the internet as a source of information.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

- When candidates use English (or any other language) words, the word is covered and is not read as part of the answer. Strongly discourage the use of English words and encourage candidates to define the concept in Afrikaans if they cannot remember the actual word.
- Candidates must be encouraged to answer concisely and to avoid long paragraphs for 1-mark answers.
- Handwriting and the neat presentation of answer scripts remains an ongoing problem. Fortunately, there is improvement as there are fewer centres where this is problematic.
- Candidates must be encouraged to leave lines open between sub questions – it greatly reduces the risk of a sub question not being marked. (Fortunately, the examination assistants pick up these errors.)