

FORMAT OF THE QUESTION PAPER

This paper consists of 50 questions. Candidates are required to answer all the questions in each of the Sections A, B, C and D. The time allocated is 1 hour and 45 minutes.

- Section A** consists of 22 multiple-choice type questions based on short texts of different text types, and literary texts (poems and short stories) from the literature component in English Language.
- Section B** requires the candidate to transfer relevant information accurately from one text type to another by writing short responses to 10 questions. An article on butterflies is given and the candidates need to transfer the information from the article to complete a chart.
- Section C** tests the candidate's ability to read and understand information contained in an extended text. The candidate is required to answer 15 comprehension questions based on a passage.
- Section D** tests reading and comprehension skills at the production level. The candidate is required to answer questions set on the literary texts selected for the literature component. They include the selected poems, short stories and novel.

GENERAL PERFORMANCE

On the whole, candidates performed fairly well. Candidates appear to be more competent with the receptive skills of reading than the productive skills of writing.

GENERAL PERFORMANCE OF CANDIDATES ACCORDING TO THEIR GROUPS**Good Candidates**

This group of candidates is proficient in the language and was able to comprehend and respond to all the tasks relevantly and accurately. They also managed to produce answers of a high standard for Section D (Literature Component).

Average Candidates

Candidates displayed a good understanding of the task in Section A. However, performance was better where questions required only literal recall and understanding. Section B produced better than average performance. There were questions left unanswered in Section C and D. Some candidates who used their own words to answer the comprehension questions inadvertently penalized themselves because their limited competency resulted in grammatical and spelling errors sometimes causing distortion of meanings.

Weak Candidates

Almost all attempted Sections A and B but most of them performed badly. Candidates displayed very poor reading skills. Lifting and over lifting for Section C was evident and the responses did not show understanding of the task or text. Some candidates did not even attempt Sections B, C and D.

DETAILED PERFORMANCE

SECTION A (QUESTION (1 – 22): MULTIPLE-CHOICE QUESTIONS

Question 1

A lot of information is given in the article. Candidates need to read and understand the article in order to answer the question. Some candidates chose option C as they might have thought that the first sentence was the main idea of the article and therefore the answer. Candidates who were able to link the key part of the article *'When the Buying Stops, The Killings Can Too'* to the question *'what people can do to protect endangered animals'* could identify the correct option which is B.

Question 2

There are a few difficult words in the advertisement. Candidates who understood the meaning of the two key words *'success'* and *'guaranteed'* were able to arrive at the correct answer which is D. Candidates with weak vocabulary might not be able to understand the word *'guaranteed'* and how the phrase *'success guaranteed'* relates to the swimming lesson.

Question 3

Candidates who were able to link *'It is to ...'* to refer to the motive or purpose and *'raise funds'* to mean *collect money* chose the correct option B. However if candidates did not read the advertisement carefully they would choose option D as there was also a purpose stated.

Question 4

Quite a number of candidates missed the answer. Candidates who were able to infer that *'under the cover of darkness'* would affect vision and thus, *'the police were unable to see the smugglers clearly'* identified A which is the answer.

Question 5

Many candidates were not able to deduce the answer from the contextual clues given in the article. Those who answered correctly demonstrated the ability to deduce meaning from the context given, which is *'clean up'* to mean the same as *'spruce up'* and therefore at the answer *'tidy'* which is option C.

Question 6

Candidates have not done very well in this question as they were unable to identify the main idea. The correct answer C- *'Flood Causes Havoc'* is a more comprehensive headline, as it covers all aspects of the report. Many candidates chose the option B - *'Flood Causes City Folk to be Stranded'* which only showed one of the effects of the flood.

Question 7

The correct answer is D. Candidates who knew the meaning of *'residential property'* and *'shop lot'* were able to answer correctly. Candidates who gave the wrong answer mainly chose B. These candidates most likely missed out on meaning of the important key words *'up to'* as in the advertisement and *'for ... only'* as in option B.

Question 8

The correct answer is C. Candidates seemed unable to link *'breaking the law'* to *'committing a crime'*. Many candidates who answered wrongly chose the option D. They failed to note the key phrase *'the new regulation...'* in the question.

Question 9

Candidates who were successful in arriving at the correct option were able to understand the task word in the question: *'implies'* They chose D which is the implication of the statement. Those candidates who were unsuccessful mostly chose C, providing the literal meaning of the statement.

Question 10

Candidates did not do well for this question. For candidates to answer this question correctly, they have to understand the sequence as laid out in the given recipe and that the word *'mix'* can be replaced with *'stir'*. The correct answer is C.

QUESTIONS 11 - 18

The items are based on a cloze text. They are all grammar items which test the candidates' knowledge of prepositions, conjunctions, perfect tense verbs and vocabulary (nouns). The context is an interesting place in Malaysia. This theme and topic is within the curriculum specifications.

Question 11

Candidates with a good grasp of vocabulary are familiar with the expression *'an atmosphere of mystery'* and thus able to arrive at the correct option, B.

Question 12

D: *due to* is the correct answer Many of the candidates chose option B: *because* to show reason. Candidates are not as familiar with *due to* as it is not as widely used.

Question 13

The correct answer is A. This is another weak area for the candidates. Many candidates showed that they were unable to use the perfect tenses correctly.

Question 14

This question tests the candidate's grasp of vocabulary. The correct answer is D. Even though the passage is within the curriculum specification and the words used are easy to understand, there were still a lot of candidates who made mistakes for this item. Weak candidates might not understand the meanings of the options given.

Question 15

This question tests candidates' ability to use quantifiers correctly. Candidates seemed to find this question easier compared to the others. Good candidates were able to get the correct answer, D: *many*. Some candidates were distracted by B: *plenty*.

Question 16

The correct answer is C: *these*. Some candidates may not understand what *'hot springs'* are. Many candidates were confused with *'that'* and *'these'*. Many candidates opted for A: *'that'*. This shows confusion between these two items.

Question 17

This question tests the candidates' knowledge of prepositions. The correct answer is D. The weaker candidates were distracted mostly by B: *from*. This shows a weakness in the use and understanding of the preposition.

Question 18

The question tests candidates' knowledge of past participles as used in the passive. The correct answer is C: *thrown*.

Question 19

Candidates generally did not have problems with question 19, as it was a direct question that required candidates to comprehend the relevant lines in the poem. The correct answer, D, is an important theme of the poem.

Question 20

The answer is B. Many candidates had problems with question 20, as most probably they could not understand what was meant by "*have growled*" and "*harshly*".

Question 21

Candidates lacked prior knowledge of the events in the story. They could not reason out why *Wilson ran away* which was *because he did not want to meet anyone* (Option D).

Question 22

The answer *he died on the hillside* (Option C) could be found in the extract provided and many candidates were able to make the appropriate link.

SUGGESTIONS TO TEACHERS

1. Teach and familiarize the students with cloze texts.
2. Expose the students to new words especially those used in the curriculum specifications.
3. Teach grammar items.

SUGGESTIONS TO CANDIDATES

1. Read widely to be familiar with structures and vocabulary as this helps in identifying the correct response in a cloze text.
2. Do a lot of writing practice to consolidate and reinforce vocabulary and structures.
3. Use the dictionary to understand not only the meanings of words but also their use.

Note: For suggestions on Questions 19 to 22 (literature component), refer to suggestions for Questions 48 and 49

SECTION B (QUESTION 23 – 32): INFORMATION TRANSFER

The article is written in simple, easy to understand English and the topic chosen is apt as most candidates can relate to butterflies. It tests candidates on the skills of classification and categorization. The task is interesting and easily performed.

Performance Of Candidates**Question 23**

Good candidates could comprehend the task requirement and transfer the information correctly. The correct answer is *bright colours*. Weak candidates did not understand '*physical features*' and resorted to mindless lifting. Common errors are *Bright colour*; *color*.

Question 24 and 25

Most candidates were able to locate the places they should visit to view these butterflies. '*Rainforest*' did not pose much difficulty. Correct answer: *rainforest* and *animal waterholes*

The phrase, '*Animal waterholes*' was not understood. The word, '*view*' was also difficult for the weak candidates. Some candidates were confused between "*animal waterholes*" and "*animal matter*". Common error: *animal matter*.

Question 26

It was clear what was required of the candidates. They knew that butterflies feed on nectar. The correct answer is *nectar*. Candidates could not relate '*feeding*' with '*food*'. Some used their schemata thus providing, '*honey*' as the answer instead of '*nectar*'. Other candidates were not familiar with "*nectar*". This was reflected in responses such as "*on the nectar*" and "*in the nectar*". Another common wrong response was "*honey*".

Question 27 and 28

The rubric '*active period*' was well identified as the time the butterfly is most active. Candidates transferred the information from the text intelligently. Correct answer: *early morning; late afternoon*.

The word '*active*' is found in the passage. '*Period*' however, is absent. Thus, weak candidates faced difficulties in transferring the information correctly. Again mindless lifting sometimes led to loss of marks. The importance and significance of the adjectives, '*early*' and '*late*' were ignored with the candidates just writing "*morning*"; "*afternoon*"; or "*late afternoon*". Some common errors are *morning; afternoon; dawn*.

Question 29, 30 and 31

Since the phrase, '*attracted to all forms of moisture*' is present wholesale in the passage, most candidates did not face any difficulty in transferring this information. Correct answers: *puddles on the roadside; riverbanks and wet leaves*.

Most candidates lost a mark due to the over lifting of the word, '*like*' to be placed before '*puddles*'. This could be due to the fact that they assumed '*like*' to be '*such as*' and not '*puddle like*'. Some common errors: *like puddles; puddles in the riverbanks; puddles on the wet leaves*.

Question 32

The word, '*adult*' in the passage and the task was an excellent clue for candidates to comprehend '*life span of adult*'. They understood that adult butterflies live for only 2 to 3 weeks. Correct answer: *2 to 3 weeks*.

The importance of the word, '*to*' was overlooked. Some candidates wrote, '*or/and*' instead of '*to*' thus losing their mark. They were unaware of the change in the meaning. Common error: *two or three weeks*

Suggestions for Candidates and Teachers

1. Be more alert towards the task requirements.
2. Know the importance and significance of adjectives, prepositions, adverbs and nouns.
3. Highlight the importance of the 's' to denote plurality.

4. Emphasize the importance of transferring only the necessary information and not copy mindlessly. Candidates need to be aware that the marks could be lost for mindless lifting.
5. The accuracy in spelling should also be highlighted. Teachers should give more spelling and dictation exercise. Some candidates were careless in spelling but on the whole, there has been a marked improvement in this aspect.
6. Candidates should improve on their handwriting. Examiners may find it difficult to decipher the spelling because of bad handwriting.

SECTION C (QUESTIONS 33 – 47) COMPREHENSION

Question 33

Candidates were required to provide an appropriate reason: *An injured fox, A vixen which was caught in a trap*. Most provided answers such as 'a fox', 'a vixen' and many of the weaker ones gave the answer 'our family lived on a farm in Alaska where wildlife abounded'. This clearly showed that the candidates did not understand the question.

Quite a number of candidates provided the answer from the correct part of the text but did not change the pronoun 'We' to 'They/ He/ She/ The writer'. Some of them even lifted 'One winter night while walking, my husband and I heard a distant cry.'

Question 34

Candidates could understand the passage and question well and gave appropriate reasons: *To keep the fox warm, It was cold*. It was quite obvious that the candidates had not understood the requirements of the task. They came up with answers that were lifted such as: 'Removing his jacket, he gently placed it over the animal'; 'I released her torn leg from the trap, expecting her to pounce and bite me'. In spite of lifting from the correct section, the candidates got it wrong because the pronouns had not been changed.

Question 35

Candidates were able to infer the reason, giving correct responses such as: *She was in pain, She was in fear, She was weak*. Many lifted parts of the text such as 'she did not struggle'; 'Her yellow eyes; bright with pain and fear; stared at us unflinchingly'; 'bright with pain and fear'; 'stared at us unflinchingly'; 'twisted in an illegal trap'; 'because he released it, the torn leg from the trap'. This question required the candidates to infer but this was sorely lacking in most of their answers

Question 36

Candidates were able to retrieve the relevant information and gave suitable answers such as: *She was a veterinarian, She was qualified to rehabilitate injured wildlife*. As this question was not direct (with words from the text), candidates found it difficult to provide an answer. As such, they resorted to mindless lifting such as: 'As a veterinarian'; 'As a veterinarian; I was qualified to rehabilitate injured wildlife'; 'qualified'; 'rehabilitate injured wildlife'; 'Vicky was a veterinarian'; 'Joe was a veterinarian'; 'I fixed her leg with a splint'. This question required the candidates to change the pronoun when lifting. Candidates might not understand the question and resorted to blatant lifting.

Question 37

Candidates managed to lift partially with substitution of the pronoun 'I' with 'he/she /the writer / the veterinarian'. Some candidates could paraphrase the answer. Example: *It was fixed with a splint, Through surgery, By fixing her leg with a splint*. Total lifting without making the necessary change to the pronoun 'I' to the third person singular e.g. "Joe sat at the kitchen table, gripping Vicky's head securely while I fixed her leg with a splint". Changing the

pronoun 'I' to 'Joe/her husband'. Giving inaccurate answers due to the failure to understand the question. E.g. *A few hours after the surgery, Its infected limb was beyond repair*, Misspelling of *splint* as *spint* or *split*

Question 38

Candidates were able to identify and lift the relevant text accurately e.g. *Vicky's eyes fluttered open and she raised her head to look around, Her eyes fluttered open, Vicky raised her head*. Giving inaccurate answers due to failure to understand the phrase 'regained consciousness' e.g. *Vicky began to eat, lap water, Vicky tried to chew off the splint*.

Question 39

Good candidates were able to locate the section required to answer the question, without adding irrelevant words / expressions, thus answering: *'Because her limb was beyond repair*. Although the question was direct, weak candidates did not understand 'beyond repair' and thus could not locate the answer. This led to many candidates answering as *'She was trapped by a shaft of broken bone caught on a bar at the bottom of her cage, ... Because Vicky is trapped, There was no choice*.

Some candidates managed to locate the text required for answering the question but failed to change the pronoun 'I' to 'he/she' thus answering. *'The tattered, infected wound was beyond repair. There was no choice; I amputated Vicky's leg.'*

Question 40

There were many answers accepted for this question and good candidates could identify more than two answers e.g. *Vicky began to eat, lap water and be more alert*. (3 answers). Some candidates could not differentiate the meaning of *regained consciousness* and *on the road to recovery* thus giving answers like; *Vicky's eyes fluttered open and she raised her head to look around; Her eyes fluttered open; Vicky raised her head*.

Question 41

A very straightforward recall question and the answer is clearly stated in the text. Almost all candidates could answer correctly giving various answers that are within the scope e.g. *pink rug; fluffy rug, rug; pink fluffy rug*. A very small number of candidates failed to comprehend the question probably because they did not know the meaning of the words 'item' and 'fond of'. Candidates lifted the whole sentence which contained irrelevant parts. Besides unnecessary lifting, most of the candidates did not change the pronouns in the lifted sentence e.g. *the pink rug, which I had removed from the cage to wash*.

Question 42

Many candidates understood the word 'brave', hence could answer correctly. Some candidates were able to use their own words e.g. *'never gave up'; 'tried again and again'*. Most candidates missed the idea of 'keep trying' by answering 'try again'. The question did not include a reference to the paragraph so some candidates stated the actions done by Vicky from para 10 to show bravery. e.g. *The fox finally ventured out and disappeared into the tree; Vicky killed a grouse*. Candidates lifted without changing the pronoun.

Question 43

Candidates lifted the sentence from the passage correctly. They could relate why the writer was worried and gave the reason; *She had to know if Vicky could kill prey for herself*. Candidates left out the conditional 'if' and stated that *Vicky could kill prey for herself*. They included the idea of 'giving freedom' to Vicky in their answers. Candidates lifted 'Then one night I watched...sniffed the air outside.' (para 8)

Question 44

Only candidates with a better grasp of the language were able to answer correctly as the question requires an in depth understanding of the relevant paragraph. They were able to give the answer: *the writer was happy that Vicky was free but sad because she missed her*. Many did not attempt this question. Candidates missed the point totally or were only able to express one feeling i.e. either *sad* or *happy*, not both. They did not justify the reasons for the feelings.

Question 45

Better candidates either copied the relevant part/lifted totally but with the correct change in pronoun or gave a brief but accurate answer. E.g.: *ate the egg left for her; found a grouse in the cage*. Some paraphrased. E.g.: *The eggs left for Vicky had been eaten; she came back at night to eat the eggs; Vicky buried the grouse she had killed in the cage*.

A number of candidates did not attempt and some merely copied irrelevant parts from the text. Many had answers but lifted totally from the text. Hence, they did not change the pronoun. E.g.: the use of 'we'; *Vicky returned every night to eat an egg we had left for her; We found a freshly killed grouse buried in her cage*.

Candidates used 'we' possibly because they were weak in the use of pronouns and it could also be due to the question which contains a 'we'. Incomplete answers which are unacceptable. E.g.: *Eat an egg; a grouse, freshly killed* (did not understand what a grouse is). Some of them merely zoomed in on the key word *cage* and answered: *Vicky lay in the cage with the partially eaten chicken; Vicky returned to the cage and curled up on her rug*.

Question 46

For (a), candidates spelt 'pounce' correctly. Many candidates gave the answer 'unflinchingly'. Obviously they did not know the answer and chose the longest, most difficult and a word alien to them.

For (b), the answer is *fascinated*. More had this answer correct compared to (a). A few candidates had the correct answer but omitted the 'c' in 'fascinated'. This could be due to carelessness. Very weak candidates copied parts of sentences. They did not pay attention to the question which asked for 'a word'. e.g.: *Pounce and bite*.

Question 47

Most candidates gave brief accurate answers. e.g.: *show dealing with life's hardships and joys; never to give up; cope with adversities and joys, never to lose hope but to keep on trying; Be brave and persevere when facing difficult times; She wants to give her best in life, just like Vicky*. Those candidates who lifted from the text, did so intelligently by changing the pronoun correctly.

Many weak candidates did not attempt the question. Those candidates who did, copy wholesale from the text without changing the pronoun. E.g.: *to show us about dealing with life's hardships and joys; I won't let anything stop me from doing the thing I want*. Candidates were confused about the subject. E.g.: in the text it was 'Many times I have wondered if Vicky's . . .'. The *I* refers to the writer. Many candidates wrote: 'Many times Jan have wondered... '.

Suggestions To Teacher

1. Expose students to a wide range of vocabulary
2. Do not neglect exposing students to the use of figurative language
3. Expose students to various types of comprehension passages/reading material other than in text/revision books.
4. Encourage students to read extensively, including newspaper articles and magazines.
5. Remind students to change the pronouns accordingly when lifting for answers.

Suggestions To Candidates

1. Make it a habit to look up the meaning of difficult words encountered. (A good dictionary is a must)
2. Read extensively.
3. Practise doing comprehension exercises.
4. Understand key words in the questions.

SECTION D (QUESTIONS 48 – 50): LITERATURE COMPONENT

Question 48 (a)

Most candidates were able to give the appropriate response based on their knowledge and experience, especially those familiar with Chinese customs. Ex: *To show respect for the dead; To honour their ancestors*. Many candidates approached the question by citing the purpose of the phrase rather than explaining what the phrase actually means. Some candidates though not familiar with the phrase were, however, able to make intelligent guesses.

Weaker candidates were unable to comprehend the task at hand, either giving the wrong responses or not attempting to answer the question.

Many resorted to lifting parts of the poem

Question 48 (b)

Candidates were able to indicate a stanza. They were able produce interesting answers with well-expressed reasons for liking a particular stanza. Ex: *Stanza 1. The poet described the weather in an interesting way, with the mention of tiny creatures; Stanza 4, because it shows us the culture of that time*. Most candidates chose Stanza 3 as they could link it to learning about the custom of the Baba and Nyonya. Better candidates gave enjoying /appreciating the literary devices as their reasons. Some cited the values learned as their reasons. Candidates gave irrelevant responses e.g.. *"I like Stanza 1 because it is about to rain."* Some of them did not understand the term "*stanza*" and gave a general comment on the poem. A few of the candidates were unable to link their reasons to the appropriate stanza or cited the wrong stanza.

Question 49 (a) and (b)

Some candidates were able to provide answers in their own words (49a); *He could feel the presence of the snake*. Candidates could lift the appropriate sections to fit the question. (49b); *He draws himself a few inches nearer the partition; The hair on his neck begins to bristle*.

Weak candidates who did not know the meaning of the word 'extract' tend to select evidence which is not relevant. Candidates did not pay attention to the details of the story. Candidates wrote something that was too general. Instead of stating 'sense the snake' or 'see the snake', candidates wrote 'see something'. Instead of writing 'snake' some ambitious candidates wrote 'python', 'anaconda' etc.

Some candidates did not know the meaning of 'approaching'. Candidates left out some words from the extract. *The back begins to bristle. Some example of carelessness in spelling are 'snake' - 'snack'; 'bristle' - 'brittle'*

Suggestions To Teachers

1. Expose students to the elements of a poem such as:
 - a. Theme
 - b. Message
 - c. Persona
 - d. Values
 - e. Poetic/Literary device
 - f. Personal response
2. Train students to identify "task-word" in a question/item so that students are able to fulfill the requirement of a particular question/item.
 - a. For example "What is Stanza 3 about ...?" is different from "Why do you like Stanza 3?" and they are not the same as "What moral value can you learn from Stanza 3?" More often than not candidates failed to get marks not because of the lack of knowledge of the text but more so because of a lack of understanding of the task of the question

Suggestions To Candidates

1. To read and understand all the poems and short stories stipulated in the syllabus
2. To know the various elements such as:
 - a. the message /theme
 - b. the values that can be learned
 - c. the purpose/intention of the writer
 - d. meaning of key phrases
3. Learn to give opinions/ personal response.
4. Candidates should also know the difference between the poet and the persona.
5. Remember to address the task.

Question 50 (a)

Most candidates were able to understand the task. This could be due to the fact that the word 'sympathise' exists in the Bahasa Melayu vocabulary. This enabled most candidates to attempt the question. Most candidates were able to identify a character from the novel they had studied. There were candidates who were unable to spell accurately the names of the characters e.g.: *Koyotito; Juano*. Some candidates chose more than one character and some even wrote on all of them e.g.: *Pak Kia's family*.

There were candidates who mentioned a character in 50(a) but wrote about another character in 50(b) e.g. character chosen was Kino, but wrote about Juana. No characters were mentioned, but they answered part (b), usually a mere narration of one character or a synopsis of the novel. A few candidates wrote the name of the author, e.g.: *John Steinbeck*. Some candidates made grammatical errors when attempting to write their response in a sentence. *The character I sympathise is Juana in the novel The Pearl.*

Question 50 (b)

Candidates who understood the task were able to respond relevantly. They were able to sustain their viewpoints throughout their responses as to why they sympathised with the character they had identified. Some of these candidates showed a very good knowledge of the relevant aspects as they explained and supported their viewpoints with very close reference to the text.

Candidates with good language proficiency were able to present their ideas clearly. Their responses were well organized and clearly understood. Some of the answers were memorized. They failed to present their ideas convincingly to show that they sympathised with the character. It looks like they just memorized positive attributes of characters and reproduced it in the examination. So, at times a large part of their response was irrelevant. There were candidates who merely wrote a synopsis of the novel. The element of sympathy was not brought across clearly. Any element of sympathy has to be implied. Some candidates merely narrated events in the novel showing clearly they did not understand the task. Some candidates who were able to choose a character to sympathise with failed to provide sufficient or relevant textual support. There were cases where candidates gave inaccurate textual support. *Kino sucked the poison out of Coyotito; Kino shot/killed Coyotito.* There were ideas or textual support which were not relevant to the task specified. There were a significant number of candidates who did not attempt this question. Quite a high percentage of candidates lacked language competency to present clearly their ideas/viewpoints/textual reference. At times, their poor language proficiency made their viewpoint inaccurate/weak/vague. There were responses that were disorganized, with confusion of events /sequence of events and as a result there were distortion of details.. For example: *The doctor poisoned the baby; Kannan continues his education and tries to obstacles to get a scholarship.*

Suggestions To Candidates

1. Read and have a good understanding of the novel. Textual support is important when responding to task.
2. Address the task relevantly
3. Pay attention to the details of main/significant events in the novel so as to produce accurate and sufficient textual support in relation to the question.
4. Do not merely memorize themes, plot, characters, etc without having any understanding. Learn to relate what they have learned to the task set.

Suggestions To Teachers

1. Ensure students not only read the novel, but also are able to comprehend the content.
2. Teach students all the elements in the novel (theme, plot, characters, etc)
3. Do not encourage mere memorization, without proper understanding.
4. Teach and train students to respond relevantly to the task.
5. Encourage and teach students to respond with relevant textual support.
6. Give sufficient practice to students.
7. Remind and advise students to answer all the questions.
8. Develop critical thinking skills among students.