

FORMAT OF THE QUESTION PAPER

This paper consists of 34 questions. Candidates are required to answer all the questions in each of the Sections A, B, C and D. The time allocated for this paper is two hours and fifteen minutes.

Section A consists of 15 multiple-choice type questions. Questions 1 to 8 are based on short texts of different text types – newspaper report, advertisement, non-linear forms, letter to the editor and article. Questions 9 to 15, which test grammar and vocabulary items, are based on a rational cloze passage with 7 blanks.

Section B requires candidates to transfer relevant information accurately from one text type to another by writing short responses to 10 questions. Information on six books is given and for the first five questions, candidates have to name the most suitable book for a given person. The remaining five questions test candidates' ability to use the information provided to complete sentences.

Section C tests the candidates' ability to read and understand information contained in an extended text. The candidates are required to answer 5 comprehension questions based on a passage.

The summary question tests the candidates' ability to select and retrieve relevant information, and then organise the information coherently. This question also tests candidates' ability to paraphrase effectively and concisely. For this question, the candidates are required to summarise the steps taken to create an ice sculpture and the tools used in the process.

Section D tests reading and comprehension skills at the production level. The candidates are required to answer questions set on the literary texts selected for the literature component. Candidates are also expected to give personal responses to the literary texts tested - poem (question 32), short story (question 33) and novel (question 34).

GENERAL PERFORMANCE

On the whole, candidates performed fairly well. Candidates seemed to be more competent with the receptive skills of reading (recognition and comprehension skills) than the productive skills of writing. So, generally the candidates did not have much difficulty answering questions in Section A, B and C (comprehension). The candidates had more difficulties in Section C (summary) which tested summary skills and Section D (literature component) which required prior knowledge of the literary text concerned.

GENERAL PERFORMANCE OF CANDIDATES ACCORDING TO THEIR GROUPS

Good candidates

This group of candidates are proficient in the language and were 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 recall. Section B produced better than average performance. There were questions left unanswered in Sections C and D. Some candidates who used their own words to answer the comprehension questions inadvertently penalised themselves because their limited competency resulted in grammatical and spelling errors which sometimes caused 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 overlifting for Sections B and C were evident and the candidates did not show understanding of the task. Some candidates did not even attempt Sections B, C and D.

DETAILED PERFORMANCE

SECTION A (QUESTIONS 1 – 15): MULTIPLE-CHOICE QUESTIONS

STRENGTH AND WEAKNESS:

Question 1

Quite a high percentage of the candidates managed to draw the correct conclusion based on the stimulus given to choose option 'C' which is the correct answer. This is because only one option involves underwater activity i.e. *scuba diving* while the rest are activities carried out on the surface of the water.

Question 2

Quite a high percentage of candidates were able to extract the supporting detail from the text and the flow diagram to choose option 'B' which is the answer. The candidates who chose this option could easily deduce the answer in the first sentence for '*steam them*' comes after '*slice bananas*'. The most common incorrect option chosen by candidates was option 'D'. Candidates probably assumed that step 2 meant the second sentence in the instructions given. They were further convinced by the words '*cinnamon powder*' found in the second sentence.

Question 3

Candidates who understood the meaning of the word '*fifth former*' were able to extract the relevant information to get the correct answer (option B). The most common incorrect choice was option 'D'. Many candidates were confused between the words '*conducted*' and '*contact*'. Some candidates thought that they were synonymous that is the person whom we contact will also be the person conducting the course. Many candidates also fell for option 'A' because of the mention of '*Mathematics, Biology and Chemistry*' in the text, leading them to think that the course is aimed at Science subjects.

Question 4

A high percentage of the candidates answered correctly (option A). Candidates managed to draw the correct conclusion based on the association of the phrase '*smells like rotten meat*' with '*bad smell*'. Option 'C' is the most common incorrect answer. This option appealed to some candidates because in the text, the rafflesia is also known as the *stinking corpse lily*. Hence the candidates presumed that it looked like a corpse too.

Question 5

Most of the candidates answered correctly (option C). Candidates who understood the meaning of the word '*declined*' were able to interpret the graph correctly. Some candidates were distracted by option 'A' because of the word '*profits*' in the question.

Question 6

This question is quite direct, requiring the candidates to understand that *98 percent* means most and *voluntarily* implies the participation of the public. Many students were able to understand this to come to the correct answer, option D. Some candidates showed their lack of understanding and chose B because of the presence of the phrase '*patients' relatives*' in the corresponding sentence in the text.

Question 7

This question requires the candidates to come to a correct conclusion about a person. The information given tells us only option D contains the correct inference.

Question 8

The information given suggests that the person is complaining about poor scheduling of TV programmes. Candidates had problems with this question because they were uncertain of the meaning of the word *scheduling* in option B, which is the correct answer.

QUESTIONS 9 - 15

The items are based on a cloze text. They are all grammar items which test the students' knowledge of prepositions, verb forms, conjunctions, determiners, pronouns and vocabulary. The context is the experience of a diligent student.

Question 9

She made a living _____ selling nasi lemak.

Item being tested – preposition. Majority of the candidates were able to answer it correctly. Distractors were not very challenging.

Question 10

My efforts have _____ off well.

Candidates needed to have some knowledge of the verb forms to be able to answer this question correctly.

Question 11

I am now not only an accomplished cook, _____ also run a successful restaurant.

Average and good candidates were able to identify the correct answer because of the clues from the words “*not only*” which should be followed by “*but also*”.

Question 12

It caters for _____ who want breakfast and snacks.

Most candidates were able to answer correctly because the item was relatively easy and straightforward.

Question 13

_____ completing my secondary education, I started my own business.

The majority of the candidates were able to identify the correct answer which is C. This is the only option which gives sense to the sentence.

Question 14

It was not easy but I wanted to strike out on _____ own and be independent.

This question tested the candidates’ knowledge of possessive pronouns. Words “*I*” and “*own*” should assist students to arrive at “*my*” (option B) as the correct answer.

Question 15

This venture has enabled me to _____ the lives of my family members.

This question tested the candidates’ vocabulary. Weaker candidates may choose “*support*” as the answer mainly because it is more familiar to them but good candidates will know that the accurate answer is “*improve*”.

SUGGESTIONS TO TEACHERS

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

SUGGESTIONS TO STUDENTS

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.

SECTION B (QUESTION 23 – 32): INFORMATION TRANSFER

Information on six books is given and for the first five questions, candidates have to name the most suitable book for a given person. The remaining five questions test candidates' ability to use the information provided to complete sentences. Almost all the candidates attempted this section.

STRENGTH

1. The majority of the candidates were able to understand the instructions and retrieve the relevant information that was required.
2. They were also able to lift the relevant portions of the stimulus to complete sentences.
3. Better candidates were more precise with their selection and were able to present concise and accurate answers.

Example:

Using the information on the different types of books, select the most suitable book for each person below. Write the titles in the boxes.

	Descriptions	Title of Books
16	Ravi loves fishing and wishes to find new places around Malaysia to fish.	<i>Malaysian Rivers</i>
17	Ahmad is interested in snakes and wants to get information about these reptiles.	<i>Encyclopaedia of Reptiles</i>
18	Mr Chong is planning to buy some books on birds for his young children.	<i>Illustrated Encyclopaedia.</i>
19	David is studying natural history and has to find information on pre-historic animals.	<i>Great Dinosaurs.</i>
20	Khatijah has to complete her assignment on various sportsmen all over the world.	<i>Athletics Records 40th Edition</i>

[5 marks]

Comments: This candidate is able to select the pertinent information. The responses are concise and accurate.

Example:

Questions 21 – 25

Using the information on the different types of books, complete the sentences with short answers.

- 21 The author of *Athletics Records* is Peter Matthews.
- 22 *Classic Malaysian Cookbook* is a collection of home-made family recipes
- 23 Pauline Goodwill's book was published by Lone Publisher
- 24 Information about well-known waterways in our country can be found in Malayian Rivers.
- 25 In the *Illustrated Encyclopaedia*, we can find illustrations of birds

[5 marks]

Comments : This candidate has intelligently retrieved the necessary portions of the stimulus to complete the sentences. There is no overlifting or intrusion of irrelevant information.

WEAKNESS

1. Candidates lifted randomly and provided irrelevant responses.
2. Candidates lifted extensively and so there was intrusion of other ideas which were irrelevant to the answer.
3. Spelling errors were evident and prevalent even though the words were in the stimulus.
4. Punctuation, especially with upper case, was not always observed.

Example:

Using the information on the different types of books, select the most suitable book for each person below. Write the titles in the boxes.

	Descriptions	Title of Books
16	Ravi loves fishing and wishes to find new places around Malaysia to fish.	Shows you how to cook the way Grandma did
17	Ahmad is interested in snakes and wants to get information about these reptiles.	Beautiful pictures and drawings.
18	Mr Chong is planning to buy some books on birds for his young children.	Peter Matthews
19	David is studying natural history and has to find information on pre-historic animals.	Great dinosaurs
20	Khatijah has to complete her assignment on various sportsmen all over the world.	Last up-dated in 1998

[5 marks]

Comments : The candidate has lifted without showing understanding and the responses are mostly inaccurate.

Example

Questions 21 – 25

Using the information on the different types of books, complete the sentences with short answers.

21 The author of *Athletics Records* is one of the best books written by Peter Matthews

22 *Classic Malaysian Cookbook* is a collection of home-made family recipes ranging

23 Pauline Goodwill's book was published by their behaviour and habitats

24 Information about well-known waterways in our country can be found in Lambert tells you everything you want to know about pre-historic animals marmoths.

25 In the *Illustrated Encyclopaedia*, we can find illustrations of reptiles tells you everything you want to know about reptile cave their behaviour and habitats

[5 marks]

Comments : This candidate has not shown understanding of the stimulus and completed the sentences with irrelevant information.

SUGGESTIONS TO STUDENTS AND TEACHERS

1. Students should understand the requirements of the task.
2. Teachers should emphasise the importance of transferring only the relevant information and not to copy mindlessly.
3. The accuracy in spelling should also be highlighted. Teachers should give more spelling and dictation exercises.

SECTION C (QUESTIONS 26 – 30): COMPREHENSION

Question 26 (a)

From paragraph 1, when can you usually see a display of ice sculptures?

Strength

- The wh-word 'when' helped the students to give the accurate answer:
 - ❖ *At every grand function and wedding*
- Lifting intelligently, giving answers like:
 - ❖ *They glisten at every grand function and wedding and appear in a variety of shapes and sizes.*

Weakness

- Responding by lifting irrelevant phrases or sentences, for example:
 - ❖ *Ice sculptures are the work of artists called ice sculptors*
 - ❖ *They can resemble anything from kissing swans and love birds*
 - ❖ *Santa Claus and glittering palaces.*
- A possible cause for not being able to answer this question is the failure to understand the key words 'when' and 'display' in the question.

Question 26(b)

From paragraph 2, which word in this paragraph means “unique”?

Strength

- Locating the word and presenting the answer in one word: *distinctive* or in a sentence:
 - ❖ *The word is distinctive.*

Weakness

- Merely guessing by picking unfamiliar words from the paragraph. Common wrong answers were:
 - ❖ *magnificent, creativity, skill, outstanding and vivid.*
- Not reading the question carefully, thus giving more than one word, although it can be clearly seen that they knew the answer, for example:
 - ❖ *distinctive style*
 - ❖ *His own distinctive style*

Question 27 (a)

From paragraph 3, why is ice a challenge to work on?

Strength

- Being able to give short and accurate answers like:
 - ❖ *Ice is extremely difficult to carve*
 - ❖ *difficult to carve.*

Weakness

- Obtaining the answer from the wrong paragraph, for example:
 - ❖ *the ice figure will collapse* (from paragraph 4).
- Providing the answer from their own general knowledge, for example:
 - ❖ *Ice can melt easily.*

Question 27 (b)

From paragraph 3, the word it in line 13 refers to ...

Strength

- Being able to connect the pronoun 'it' to the material being used, therefore giving answers like:
 - ❖ *ice*
 - ❖ *ice block(s)*
 - ❖ *the ice being carved.*

Weakness

- Not being able to relate the pronoun to the material being used, thus giving answers like:
 - ❖ *ice sculptures*
 - ❖ *ice sculptors.*
- Giving the answer “*Harun’s hands*” probably because the word ‘it’ comes immediately after “*in Harun’s hands*”

Question 28

From paragraph 6, why is sawing the most tiring activity in ice sculpting?

Strength

- Demonstrating a higher order comprehension skill by relating ‘tiring activity’ to ‘exhausting’ in the passage, thus giving answers like:
 - ❖ *The chainsaws are rather heavy and difficult to handle.*
- Demonstrating the ability to relate ‘tiring’ to a long activity, thus giving answers like:
 - ❖ *This step is the longest.*

Weakness

- Wrongly linking the word ‘sawing’ in the question to the text, thus giving an answer like:
 - ❖ *The edges are rough and jagged from the sawing.*
- Identifying the relevant sentence in the paragraph but replacing ‘*The chainsaws*’ with ‘*It*’, thus making the answer ambiguous:
 - ❖ *It is rather heavy and difficult to handle.*

Question 29 (i) & (ii)

From paragraphs 5 and 7, name two objects which Harun has carved out of ice.

Strength

- Being able to identify the objects, namely: an *aeroplane* and an *eagle*.
- Being able to lift the sentences containing the objects: Line 24 and Line 32.

Weakness

- Not understanding that the answer requires the end product (the sculpture), therefore, merely picking objects from the paragraphs like: *ice, bare hands, chisels, eyes, wings, feathers, unique features, etc.*

Question 30 (a)

From paragraph 8, why is it an advantage for an ice sculptor to be strong?

Strength

- Being able to give the advantage of being strong (physically and mentally):
 - ❖ *To lift heavy ice blocks*
 - ❖ *To work tirelessly*
 - ❖ *To work without a break*
 - ❖ *To concentrate on what one is doing.*

Weakness

- Not understanding the requirement of the question which is to give an advantage of being strong thus giving answers like:
 - ❖ *It takes more than talent to do ice carving.*
 - ❖ *Dedication and experience in ice carving goes a long way in gaining respect from fellow ice artists.*

Question 30(b)

From paragraph 9, what two things give Harun a sense of satisfaction? Answer in your own words.

Strength

- Being able to paraphrase the sentence:
 - ❖ *Harun values the satisfaction he feels when a sculpture is finished and liked by others.*
- Copying the sentence from the passage but replacing key words like 'piece' with 'sculpture', 'completed' with 'finished' and 'admired' with 'liked', thus:
 - ❖ *Harun is happy when his sculpture is completed and loved by others.*
- Cleverly reorganising their answers using the words from the question and the text:
 - ❖ *Two things give Harun a sense of satisfaction are when a piece is completed and admired by others.*

Weakness

- Merely copying the sentence which carries the answer (Line 39 – 40) verbatim.

SUGGESTIONS TO TEACHERS

1. Expose students to various types of comprehension passages/reading material other than in text/revision books.
2. Encourage students to read extensively, including newspaper articles and magazines.
3. Students should be adept at a wide range of vocabulary.
4. Expose students to the use of figurative meaning.
5. Remind students to change the pronouns accordingly when lifting.

SUGGESTIONS TO STUDENTS

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.

QUESTION 31: SUMMARY

Strength:

- Good candidates understood the requirements of the task and were able to select the relevant information to summarise the steps taken and the tools used by Harun in producing the ice sculpture.
- Competent candidates were able to identify all or almost all the content points.
- There were sustained and noticeable attempts at paraphrasing. Expressions were generally sound.
- Candidates were able to accurately substitute words and phrases.
- A large percentage of the candidates were able to do intelligent and selective lifting of the relevant sections of the text.
- Good use of connectors
- The writing was clear, well-organised and coherent. Spelling and punctuation were accurate.

Weakness:

- Many students were unable to paraphrase due to their low level of proficiency. At times when candidates tried to paraphrase, meaning was distorted. The expressions were not always secure.
- Candidates showed a heavy reliance on the given passage and resorted to wholesale lifting.
- Attempts to paraphrase were limited to single word substitution.
- Weak attempts to reorganise - dropping words indiscriminately.
- Very weak candidates resorted to do more or less a complete transcript of the text, i.e. they copied sentence after sentence without a clear break.
- Mindless lifting – different sentences or parts of sentences were put together and meaning was distorted.
- Intrusion of irrelevant sections
- Candidates included their own ideas and opinions
- Summary exceeded the word limit of 130 words
- There was heavy frequency of serious errors or fractured syntax which impeded reading.
- The summary was poorly organised and lacked coherence
- Wrong spelling of words although lifted from the passage

Example:

In	order	to	produce	an	ice
sculpture,	Harun	first	prepares	tools	like
chisels	and	hammers	of	different	lengths
and	sizes	Secondly,	Harun	imagines	the
picture	before	he	starts	his	work
on	ice	After	that,	he	makes
an	outline	onto	the	block	of
ice	with	small	chisels	Next,	he
chips	away	and	the	object	takes
on	a	three-	dimensional	appearance.	Harun
saws	off	huge	chunks	of	ice
with	chainsaws.	After	that,	he	makes
the	sculpture	smooth	with	a	flat
chisel.	Next,	Harun	holds	and	moves
the	ice	with	his	bare	hands.
To	fine	tune	the	pieces,	he
use	his	chisels	to	create	eyes,
wings	feathers	and	other	unique	features.
Harun	makes	a	majestic	eagle	from
a	mere	block	of	ice.	Lastly,
Harun	places	the	sculpture	on	a
small	flat	tray.			
					(129 words)

Comments:

Strength

This candidate was able to select relevant ideas and obtained a high mark for content.

Weakness

There was limited attempt at rephrasing. The candidate was able to lift selectively as well as intelligently, and combine the material into a whole. As such, there was considerable

reliance on the original text. However, this is better than wholesale lifting and mindless copying of the text.

In terms of accuracy, the candidate made few errors, mainly because he depended on the original structures or sentences. On the whole, although the mark for content was high, the mark for language was only fair.

Example:

In order to produce an ice sculpture, Harun first prepares creativity, skill, vivid imagination and hard work to spend ice sculptor artists.

Ice is extremely difficult to carve and is a real challenge to work on. Before starts his work on ice, we must usually imagines the picture and then he makes an outline of his chosen subject onto the block of ice with small chisels. Patience and speed are very important. Dedication and experience in ice carving goes a long way in gaining respect from fellow ice artists.

His knowledge, creativity and experience make the person different from other ice sculptors.

(106 word)

Comments:

Weakness

This candidate showed almost total reliance on the original text. The sentences were merely randomly lifted without any understanding of the requirements of the task. The candidate even lifted irrelevant sections from outside the prescribed area (the last paragraph). Hence, a very low mark was given for content, and a minimal mark was awarded for paraphrasing.

Some marks were given for accurate use of the language as there were only few errors. This however, was due to the fact that the candidate copied totally from the text and there were no original structures whatsoever.

SUGGESTIONS TO TEACHERS

1. Train the students to read and understand the text and task.
2. Teach and train students to select and retrieve the main ideas in the passage.
 - Teach them how to differentiate between main and supporting ideas/details.
 - Teach students how to recognise the main clause so that they can select the main idea while leaving out the unnecessary details.
 - Teach them to select intelligently
3. Remind students to write in one paragraph
4. Remind students to use the given 10 introductory words and to use material within the stipulated boundary (lines)
5. Teach students to use suitable cohesive devices such as connectors.
6. Teach and train the students, especially those with good linguistic skills, to paraphrase effectively and concisely.
7. Teach and train students to write using a variety of sentence structures, focusing on ability to form original compound and complex structures.
8. Give more practice to develop summary skills.

SUGGESTIONS TO STUDENTS

1. Always keep in mind the task.
2. Use only text within the stipulated area as stated in the rubric. Draw lines to indicate the beginning and the ending of the summary area.
3. Do not exceed the word limit given.
4. Use the 10 introductory words given.
5. Build a wider vocabulary, so that paraphrasing is more effective and concise.
6. Learn to write using a variety of sentence structures.
7. Learn to use sequence and logical connectors.
8. Write a draft first and edit it before writing out the summary.

SECTION D (QUESTIONS 32 – 34): LITERATURE COMPONENT

General Performance

Comparatively the candidates performed better for Question 33 (Short Story) than Question 32 (Poem). The answers for Questions 33 (a), (b) and (c) could be obtained directly from the given text. These questions seemed to be typical lower order comprehension questions. Students were also able to give their opinions in Question 33 (d). It is obvious that some candidates did not know or understand the poem well. They could not use their own words to explain the meaning of certain lines.

Question 32 (a)

The question requires the candidates to identify a moral value in stanza (iv). This is a good and clear question which requires higher order reading skills. Candidates could either lift from the relevant lines or use their own words to identify the values. However, some students did not understand what a “*stanza*” means and thus identified moral values from other stanzas. Most students were unable to come up with a suitable answer. Good candidates were able to provide acceptable answers like

- ❖ *“Do not forget where you come from.”*
- ❖ *“We must know how to choose what is good and what is bad.”*
- ❖ *“The moral value is we must be brave and strong when we are travelling to other countries.”*

Question 32 (b)

Most candidates who understood the question managed to identify the word ‘*humble*’ (from the text) to describe *si tenggang*’s personality. Some other acceptable answers were “*wise*”, “*confident*”, “*brave*”, and “*realistic*”. However there were a few candidates who identified and gave more than one word thus losing the mark, e.g. “*humble, respecting life*”. Some weak candidates gave a word from a different stanza, e.g. “*independent*” (stanza 6).

Question 32 (c)

The question tests candidates’ ability to understand the poem and explain the meaning of a certain line. Many candidates were unable to answer this question as it requires more than lifting. Candidates failed to convey the idea of self-realization, for example, “*He is still the same person.*”

Some of the candidates’ acceptable responses were

- ❖ *“Si tenggang has become a more independent person, finally freed from the tradition of his homeland and he has found his capability and limits in life.”*
- ❖ *“He has learned to realize what he wanted to be and not what people want him to be. He is becoming independent”.*

Question 32 (d)

Some candidates were able to lift intelligently from the poem and combine it with words from the question like “*Si tenggang learned not to brood over a foreign world.*”

Candidates with an understanding of the poem were able to provide answers like:

- ❖ *“He learned to be humble and not be blinded by feeling proud of living in a foreign place”,*
- ❖ *“He learned to face difficulties, challenges and hardship in life in order to become a wiser person.”*

Some candidates lifted lines from the poem without making any changes. Quite a number of them were unable to use their own words, e.g.

- ❖ *“not to brood over a foreign world”,*
- ❖ *“suffer difficulties or fear possibilities”.*

A few candidates gave answers from different stanzas of the poem, for example,

- ❖ *“He is still a Malay”.*

SUGGESTIONS FOR TEACHERS:

1. Teach all the poems stipulated in the syllabus.
2. Expose students to the elements of a poem such as theme and values.
3. Ensure students comprehend the poem and understand the literal and figurative meaning.
4. Encourage reader's response i.e. encourage students to express their views.
5. Teach students to respond relevantly to the task. Train students to identify "task-word" in a question so that students are able to fulfill the requirement of a particular question.

SUGGESTIONS FOR STUDENTS:

1. Read and understand all the poems.
2. Know the various elements such as the theme and values.
3. Learn to give opinions/ personal response.
4. Students should also know the difference between *poet* and *persona*.
5. Remember to address the task relevantly.
6. Pay attention to the figurative meaning.

Question 33 (a)

The question is rather straightforward and many of the candidates were able to give the required answer. However, there were quite a few who gave the answer as *"They told the same story of death and burial at the lands"*.

Question 33 (b)

There were several possible answers to this question thus making it easy for candidates to get the correct answer. Candidates who did not understand the question lifted the wrong lines. A few candidates combined acceptable answers. For example:

- ❖ *"How the children died, what had killed them and why the children died at the same time"*
- ❖ *"They felt uneasy about it when they noted their ashen terror-stricken faces, a murmur arose and at the same time they felt strange that the two deaths had occurred at the same time."*

Question 33 (c)

Most candidates provided the correct answer. For example:

- ❖ *'When the police asked to see the graves'.*

Some lifted the wrong line especially the line,
"At this the mother of the children broke down and told everything."

Question 33 (d)

Good candidates were able to give more than the required answer, bringing in their knowledge of the story to convince us of their feelings for the mother. For example:

- ❖ *“No, I do not feel sorry for the mother of the two little girls. The children died because of her continuous wailing and crying. She was the reason the men decided to sacrifice the children as her hysterical attitude made the men’s patience run thin and they fell into desperate measures.”*

Candidates were able to answer the question by stating whether they felt sorry for the mother and gave their own reasons to support their answer. Most of the reasons were logical. Candidates were given the opportunity to express themselves and give their views or individual response like:

- ❖ *“No, because she and the men inhumanly killed the little girls for their own benefit and as a mother, she should have protected them.”*

Weak candidates who made grammatical errors were still able to respond to this question intelligently. For example,

- ❖ *“Yes, because her two little girls is dead for nothing.”*

Some candidates gave distorted or mangled answers like:

- ❖ *“Yes because she is broken down all thing with the children for police”.*

There were some cases where the responses were distorted because of factual error or misunderstanding of the text, e.g.

- ❖ *“Yes. She did not know why the children were killed.”*

SUGGESTIONS FOR TEACHERS:

1. Ensure students read and understand the short stories.
2. Make sure students understand all the important events in the stories.
3. Encourage students to express their views.
4. Teach students to respond relevantly to the task.
5. Provide enough practice for students.

SUGGESTIONS FOR STUDENTS:

1. Read and have a good understanding of all the short stories.
2. Learn all the elements in the short stories.
3. Pay attention to the important events in the stories.
4. Address the task relevantly.