

General comments

It was evident that many candidates could not manage the competencies required by AS level and should not have been enrolled for this course. Stronger candidates met the requirements of the AS level.

Part 1 is compulsory, and ALL candidates understood the instructions. Candidates must be guided with suggestions of which type of topic to choose in Part 2.

Some of the following issues are of particular concern: the use of capital letters other than at the beginning of the sentence or for personal pronouns; starting sentences with conjunctions such as because; incorrect punctuation, the use of contractions, for example doesn't. Some candidates also lack knowledge of commonly used words such as its/it's; then/than; were/where/whether/weather; you/your; principal/principle. Candidates should avoid repeating the infinitive and their complements in verbs or expression for example, to be glad to do; to ask somebody to do something, to go to call the police. It was clear that candidates are taught idiomatic expressions which they have randomly forced into their essays. **Sense of idiom implies: tone, register, purpose, role of the writer, sense of conviction and the audience that should be addressed. Hence, it does not imply idiomatic expressions in general.**

Incomplete sentences were used too often; there was a lack of proper subjects and finite verbs. Candidates on this level should have a good understanding of Word Formation. Adjectives were used instead of adverbs, for example 'He treated me bad' instead of 'He treated me badly'; 'He treated me good' instead of 'He treated me well.' Prepositions were used as prefixes that form the incorrect combination of, *inspite; inlove, at/ast, at/east, infront, aswell-* all given as one word. They should be two separate words. I personally think is used instead of I think

Furthermore, many candidates had a habit of listing several ideas without developing them properly. That resulted in an essay with many ideas, but insufficient development. More candidates were able to conclude essays convincingly. Transition or linking words such as however, furthermore, moreover, in addition were used wrongly and excessively in narrative essays. These are applicable to argumentative and discursive essays only.

Some answers were presented slovenly. That impeded reading and understanding and ultimately lead to poor marks. Also, overlong essays are a big concern; candidates should keep to the word count as instructed. In future, candidates will be penalised for lengthy essays.

Comments on individual questions

PART

TOPIC 1

Human relationships

Technology has brought people together. To what extent do you agree?

This was the compulsory topic which ALL candidates had to complete.

Most of the candidates did well in this question, however quite a number of candidates misinterpreted the topic and focused on the advantages and disadvantages of technology. Candidates were supposed to explain how technology has brought people together. They should also have given examples of various social media platforms and other technological implications. Stronger candidates could substantially develop the idea on how technology separates people.

PART2

TOPIC 2:

Tourism

Namibia needs to be more appealing to tourists. Discuss ways in which this can be achieved.

This was a popular topic with mixed success. Several candidates simply listed the tourist attractions of Namibia and the advantages of the tourist section which resulted in a poor mark. Candidates were supposed to convincingly discuss the ideas on how to make Namibia more appealing to draw tourists.

TOPIC 3:

Innovations

In recent years, many human actions have been replaced by automation. To what extent do you think automation will create positive developments for Namibian people? Give your views.

A few candidates attempted this topic. The stronger candidates managed to construct a mature and convincing argument. The weaker candidates discussed innovation and technology in general. It was expected of candidates to convincingly discuss the impact of automation on the Namibian people.

TOPIC 4:

Climate

It is the year 2040 and the climate has changed drastically. You are looking out of your window and dare not go outside. What has happened, and why?

This was a popular topic. Some candidates came up with good and consistent plots, however weaker candidates discussed global warming in general. They were supposed to fully develop and describe the scene in front of them which was impacted due to climate change over a period. Stronger candidates provided imaginative plots clearly indicated what happened and why they could not go outside.

TOPIC 5:

Education

Education can change one's views and way of thinking. Write about how education has influenced some important decisions you have made.

This topic was attempted by many candidates with varied success. Some candidates gave a discussion on education in general or merely listed incidences of their experience over the years which resulted in poor marks. They should have elaborated on how education influenced decisions made by them.

Positive suggestions to teachers

- Teachers should teach grammar and language as an integral component of English such as: Concord, Punctuation, Vocabulary and Sentence Structures. Learners should thoroughly study the meanings and use of prefixes and suffixes. Learners should be taught to do proper planning.
- Contemporary issues should be discussed and debated in class. Learners should be encouraged to read, which will help to expand their general knowledge and vocabulary. Teachers should offer more lessons that involve challenging vocabulary activities as candidates are expected to use mature and effective vocabulary, however, they should not use it at random and excessively.
- Candidates should steer from fancy and manipulative writing.
- Teach learners correct paragraphing techniques, with one topic sentence, which is thoroughly developed and linked to the next paragraph. In addition, candidates need to be taught how to use and develop an effective plot. Essays need to be correctly structured, with only one main idea per paragraph. Good and effective introductions and conclusions should also be encouraged.
- Argumentative essays require facts and should be convincing. It should also contribute to the reader's thinking and general knowledge. Candidates should be taught that a suitable introduction and conclusion are essential. The introduction to the essay should be distinct and separate from the rest of the plot.
- Numbers up to twenty should be written out in words. Numbers above twenty and dates should be written in numerals.
- Candidates should be taught and guided to choose the correct type of topic in order to write proper essays.
- Extensive studying and application of relevant topics for a specific year, according to the AS syllabus, should be priority.
- Essay writing should not be neglected and the importance of the prescribed word count MUST be emphasised and applied.