



**CARIBBEAN  
EXAMINATIONS  
COUNCIL**

**CSEC<sup>®</sup> ENGLISH A**



**Subject Report**

*May–June 2025*

**CARIBBEAN EXAMINATIONS COUNCIL**

**REPORT ON CANDIDATES' WORK IN THE  
CARIBBEAN SECONDARY EDUCATION CERTIFICATE<sup>®</sup>  
EXAMINATION**

**MAY–JUNE 2025**

**ENGLISH A  
GENERAL PROFICIENCY**

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## INTRODUCTION

This guide has been compiled using candidates' responses to the 2025 May–June examination in CSEC English A.

The examination comprises the following papers.

- Paper 01 — Multiple Choice
- Paper 02 — Structured Essay
- Paper 031 — School-Based Assessment
- Paper 032 — Alternative to School-Based Assessment (private candidates)

In 2025, approximately 80 per cent of candidates earned Grades I–III compared with 76 per cent in 2024. This represents an improvement in candidates' performance by approximately four per cent.

## PAPER 01 — MULTIPLE CHOICE

This paper consists of 60 compulsory multiple-choice items; each item is worth one mark. Paper 01 is divided into two sections. Section I comprises 25 discrete items while Section II consists of 35 reading comprehension items based on one of the following types of stimuli.

- One poem
- One literary extract (taken from a novel, short story, biography, diary or letter)
- One expository extract (such as an encyclopedia entry, a report, a set of instructions, a newspaper article, a speech text or a conversation transcript)
- One argumentative extract (for example, an advertisement, a speech or a letter to the editor)
- One visual extract (such as a table, chart, form, diagram, map, cartoon or advertisement)

Profile 1, Understanding, is assessed in Paper 01. One mark is allocated to each item. In Section I, candidates are awarded marks for their ability to interpret meaning conveyed through word choice, grammar, syntax, sentence structure, punctuation and paragraphing. In Section II, candidates earn marks for their ability to

- obtain information accurately
- grasp insights from the literary texts
- recognize and evaluate opinions expressed in various forms.

The mean mark was 37.01, compared with 38.37 in 2024 and 38.70 in 2023. Candidates are encouraged to pay particular attention to the stimuli presented in the examination, especially the narrative and expository selections to ensure that they thoroughly understand the material before responding to questions. They are also reminded to refer directly to the stimulus for each question, particularly when answering items based on specific lines in passages.

## PAPER 02 — STRUCTURED ESSAY

This paper comprises four sections.

- Section A — Summary Writing
- Section B — Expository Writing
- Section C — Narrative Writing or Short Story Writing
- Section D — Argumentative Writing

Each section assesses both Profile 1: Understanding (15 marks) and Profile 2: Expression (90 marks).

### Section A

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#### Question 1

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The stimulus was an article about how TikTok has changed the world. Candidates were required to identify five main points and write a single-paragraph summary of no more than 120 words. This task assessed their ability to identify key ideas, organize them logically and express them in their own words, using appropriate grammar and mechanics.

#### **Content**

Most candidates demonstrated that they understood the passage and were generally able to identify at least three key points. However, it was noted that rather than paraphrasing, many candidates lifted points verbatim from the passage. Despite this, most candidates scored at least three out of five marks for content.

#### **Organization**

Candidates generally organized their summaries well, presenting the three points identified in the content section in a logical manner. However, some candidates exceeded the 120-word limit, which negatively affected their scores. A few candidates also failed to start their summaries with the main points. Instead, they introduced them later in the paragraph. This caused such candidates to write passages that exceeded the word limit.

#### **Language**

Language scores for most candidates ranged from two to four. Many candidates struggled to use their own words; instead, they copied from the passage. Candidates who attempted to paraphrase sometimes misrepresented the main ideas. Only a few candidates paraphrased well using their own words and scored a passing grade for language.

## Overall Presentation

Some candidates' responses were not clear or well-presented because they scratched out and crossed out work excessively.

## Recommendations

To address the shortfalls observed in students' summary-writing skills, teachers are encouraged to implement targeted instructional strategies. The following are recommended.

- Content
  - Focus on key points: Students should ensure that they identify the most important points in the passage and prioritize them when writing the main points.
  - Develop critical-thinking skills: Students should be encouraged to analyse the passage and identify underlying themes or implications.
  
- Organization
  - Plan before writing: Students should allocate time to outlining and planning their summary before writing, ensuring that they remain within the word limit while covering key points.
  - Use clear structure: Students should use a clear and logical structure for their summaries, introducing main points at the beginning.
  - Edit and revise: Students should review their work to ensure they stay within the word limit and make necessary adjustments.
  
- Language
  - Practise paraphrasing: Regular exercises in paraphrasing information from the passage will help students to use their own words and improve language scores.
  - Vocabulary development: Building a stronger vocabulary will enable students to express ideas accurately and effectively when paraphrasing.
  - Practise summary writing: Regular practice in summary writing will help students develop their skills in using their own words and conveying main ideas.
  - Focus on clarity: Students should ensure that their summaries are clear, concise and free of ambiguity.

In conclusion, it is recommended that students focus on developing their paraphrasing skills and adhering to the word limit. Additionally, paying attention to presentation and neatness would improve the overall quality of their summaries.

## Section B

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### Question 2

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Question 2 assessed candidates' ability to format a letter correctly, to select and organize relevant details, and to demonstrate effective language skills in writing in continuous prose. Candidates' overall performance was evaluated based on format, organization and language.

#### **Format**

Candidates were presented with a scenario and were required to produce a letter of apology. Most candidates were aware of the correct format and adopted an appropriate apologetic tone. It was evident through candidates' responses that they were apologetic about the events and, in keeping with the format of the letter of apology, many candidates proposed reasonable solutions to address the problem that arose. Most candidates successfully included the key elements of an effective apology letter. These included a description of the incident, the date it occurred, an expression of remorse and an outline of how the situation would be resolved or addressed.

However, only a few candidates produced a fully accurate letter format that included all essential components such as addresses, a date, a salutation and a complimentary close. It was encouraging to note that many candidates dated their letters and recorded the date on which the incident occurred between the two neighbours. Nevertheless, a few candidates placed the salutation within the body of the letter and some candidates confused the letter format with the format of a memorandum.

#### **Organization of Response**

Many candidates produced logically organized letters in which ideas were properly sequenced. In most cases, candidates used transitional words and phrases effectively to enhance cohesion. However, some candidates struggled with conciseness, as they often veered off into unnecessary narratives. In very few cases, candidates failed to submit a response.

It was both remarkable and commendable that most candidates wrote with a clear sense of audience, using language and tone that were highly appropriate for a formal letter of apology. Despite the question's requirement to use paragraphs, many candidates presented their responses as a single, lengthy paragraph. In other cases, paragraphs were extremely brief, sometimes only two sentences long.

#### **Language**

Most candidates who followed the directives and produced paragraphs were able to produce good pieces of writing. In cases where candidates only produced one paragraph, they earned few marks. Several grammatical lapses were noted, including errors in subject-verb agreement. In some candidates' responses, there were run-on sentences, inconsistent punctuation or punctuation that was used ineffectively.

## Recommendations

- The process approach to writing should be employed consistently so that students have adequate opportunities to practise, refine and master the skills required for effective written communication.
- Teachers must ensure that all formats and genres assessed under Question 2 are explicitly taught, as outlined in the CSEC English A syllabus. These include emails, notices, memorandums and letters of inquiry, complaint and apology.
- Peer review and peer editing should be incorporated into classroom practice to expose students to a variety of writing styles and to strengthen their ability to critique, revise and improve their own work.

## Section C

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### Question 3

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Question 3 required candidates to write a story based on the picture stimulus presented. The mean score was 9.92 out of 25. Generally, candidate's responses fell into three distinct categories.

The first category comprised excellent responses in which candidates demonstrated creativity in manipulating key elements of action structure. Candidates who produced such responses showed strong reflective ability in their narration, effectively developing the storyline, characterization and mood. They also displayed good expression by selecting vocabulary purposefully and using language accurately. These types of responses were produced by several candidates. An excerpt from one of these pieces is presented below.

The wind whispered through the cracked windows, like a secret trying to escape. Anaya sat on her bed in front of the mirror, brushing her hair in small delicate strokes. The brush passing through her curls like a ghost walking through the fog. Laughter erupted downstairs. Loud and alive.

The mood of this piece remained consistent throughout the story and a strong sense of characterization was evident.

The second category consisted of stories whose plots were predictable, unimaginative or otherwise pedestrian. This is seen in the example below.

One Sunday, Ashley and David and there two kids made a promise that on Sundays Ashley take one of the kids out and the next Sunday David take them out for a treat. This Sunday is Ashley turn to take Aiden there son out to treat and David and Ari stay home and do chores. Ashley get Aiden ready then the same for herself and they left. David slepted in late and Ari was up playing with all her toys in the living room.

This story was mundane and predictable. Many candidates produced responses of this kind. The scores of these candidates depended mostly on how well they used language.

The third and most concerning category consisted of stories for which candidates were awarded no marks. In these stories, candidates failed to utilize narrative or reflective writing but presented wholly expository pieces. Candidates wrote expository pieces on topics such as fatherhood, societal roles or family structure in the Caribbean, when examining the prompt. An example of such is shown below.

A father figure in a girl's life should be of pure love, happiness, a bit of spoiling and some tough love. A father should be present in his daughter life to give her the expectation of what her future husband should be or even to just be there to spoil her and give her things so a guy don't take advantage of her. Almost every girl's dream is to have nice guy in there life a guy that is as nice as her father possibly a bit more nicer. A dad should give his daughter his undivided attention and care in the world let her feel like the only girl in the world that matters to him.

There were varied interpretations of the picture stimulus. Many candidates viewed the individuals as father and daughter, while a few candidates interpreted them as siblings or as uncle and niece. Only a few candidates delivered strong responses, producing narratives that fell within the very good to excellent range. These stories were well crafted, featuring captivating plots, effective characterization, purposeful setting and well-placed dialogue where necessary. Candidates organized events clearly and used language appropriately. In essence, these candidates successfully showed rather than told the events of their stories. Below is an excerpt from the second paragraph of a story that earned full marks.

Every evening after enduring the sameness of her world, she would pause before the door. The young versions of her full of wonder now aged into a woman of routines and silence. This time something shifted. Perhaps it was the way the time folded into itself or the way her dreams went from coloured to grey. She could feel the door humming, a quiet pull, as if it were waiting. She could no longer wait, with trembling fingers, she twisted the handle, a pulse thrumming in her throat like a drum.

However, most of the stories submitted were reports in which candidates told rather than showed the events unfolding. The plots were generally pedestrian and the language was often flawed particularly in the areas of subject-verb agreement, tense consistency, spelling, word choice and punctuation. Many of the responses took the form of simple incident reports such as the following excerpt from a candidate who earned partial marks.

How me and my brother got caught "oh no! Joy I think someone is coming so its a sunny afternoon me and my brother are home alone since mom and dad decided to go to the supermarket to get some groceries For the house now, me and my brother marlon are very troublesome kids that could not be trusted but anyway me and my brother stayed in the living room and watched television for about half and hour...

A major area of weakness observed was the use of the wrong genre to respond to the picture stimulus. Rather than the narrative structure, expository pieces were written. Candidates who did such earned no marks. There were also instances in which candidates incorporated elements of persuasive writing. Such candidates earned no marks. The excerpt below illustrates this issue.

The love of a father, everyone has a father whether he is present, absent, no longer with us or simply present but absent. I will dabble in what that statement means further into the story...

Some candidates made good use of a strong narrative voice in their stories. This was clearly demonstrated in a response entitled "A Painted Face". In this piece, the narrator adopted a proud and condescending tone at the onset, assuming a lofty position in relation to others.

I was the most blessed among all women, second only to Mother Mary. My life was picturesque. Dazzling careerwoman, subservient only to my wealthy architect husband...I relished a glamorous lifestyle...setting the standard for what a perfect woman should be... I was a radiant nubian queen with buttered caramel skin....I was better than everyone but would never say this...

This self-centered attitude, however, is strikingly contrasted at the end as she learns of her husband's mistress of three years who is with child and thus returns home burdened with anger, a bruised ego and a vengeful spirit.

They say no woman is more dangerous than one scorned and I was a blood hound seeking revenge...I grabbed the gun concealed under the desk and with a painted smile, made my way home....I was at the door, inches away from the handle and meters away from my 'perfect' husband.

This candidate ends with a cliffhanger, leaving readers to wonder how the issue might have been resolved. Though the story was simple and utilized a linear plot, the stimulus is seamlessly integrated in the second paragraph.

I waved goodbye to my daughter and husband who were sitting on the couch, their beaming smiles lighting up the room.

The plot twist adds to the intrigue. Additionally, the candidate demonstrates a strong command of language, employing effective word choice to convey the narrator's cocky attitude.

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## Question 4

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This question required candidates to use the following sentence as the basis for their story: Nobody believed that the innocent-looking, charming old lady could have outsmarted the teenagers.

Question 4 presented challenges for many candidates, as several of them struggled to creatively construct a scenario in which an elderly woman successfully outsmarted a group of teenagers. Those candidates who attempted this question tended to produce stories that were predictable and pedestrian in nature. However, a few candidates did manage to craft responses that were creative and engaging, utilizing story elements such as characterization, plot development and narrative voice in a particularly effective and positive manner. In a few stories, such as the following, candidates used all the required elements of the prompt and produced an entertaining piece of writing.

A torrent of emotion rooted me to my spot as I gazed across towards the luscious fruit just basking in the evening sun. My mouth watered as several plans crept across my mind as slowly as the sun fading off into the distance. I would need help. I would need lots of help. Old Ms. Prude Pollard was no ordinary foe, she was ancient but deadly. Anyone caught in her web would surely face the accumulated wrath of that old bat and it was quite likely to be particularly unpleasant. I walked away slowly but with mind still racing.

However, many responses never moved beyond being pedestrian, relying heavily on telling rather than allowing the narrative to develop naturally. In many cases, the language was generally secure. An example of such a response is provided below.

Janet, a smart woman in her 80's lived all by herself in her welcoming and warm mansion that was all the way down at the end of the street. She had no children of her own due to her health complications that she developed in her generation. All of this problems she had on her head but she had encounter a loving and faithful man who gave nothing but love and laughter to her life. They were both happily married and living together but years after, her husband died of battling cancer.

It must be noted that in some cases, the charming, old lady's character was well developed and flawlessly assimilated in the story. Most candidates were able to manipulate the plot so that the old lady ultimately outsmarted the teenager. Less competent candidates resorted to reporting, merely telling the story. This practice produces pedestrian type narration. Many candidates also failed to respond adequately to the stimulus, as some aspects of the prompt were either undeveloped or inaccurately depicted in the story. In several responses, the

old lady never tricked the teenagers; in others, no old lady was present in the story or no evidence of trickery or subterfuge was presented. Additionally, a concerning number of candidates failed to submit a response.

Many candidates are still not using paragraphs to assist with transitions from one event to another. Too often, the essence of the story becomes obscured, as the reader is forced to deduce or decipher meaning amid long, uninterrupted sequences of text. This naturally affects the content score, as clarity and coherence are compromised. Some candidates are also unable to use language accurately to convey their thoughts and intentions.

Weak to mediocre stories were told in a straight narrative, reporting style without the engaging qualities and features essential to effective story-writing. It may be helpful for candidates to understand that Paper 02 tests their ability to use different forms of writing. The writing required in this section is storytelling, writing in a more literary style. This skill is developed through reading literature and through practice.

## Section D

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### Question 5

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Candidates were required to write a 250–300-word argumentative essay using Standard English. They were expected to take a clear position on whether face-to-face learning is better than online learning. They needed to present relevant arguments, organize their ideas logically and use accurate grammar, vocabulary and punctuation.

#### **Content**

Generally, the question was age-appropriate and timely. Candidates had a variety of good points and ideas. The topic allowed for straightforward development since many candidates could draw on real-life experiences. While most candidates understood what was required, others substituted terms such as hands-on learning or in-person learning style for face-to-face learning. In several cases, candidates stated a position but presented supporting information that contradicted their stance.

Some candidates found it difficult to demonstrate their level of understanding of the argument as a discrete genre. Candidates need to understand that the stimulus or claim gives a point of view on a topic with which they need to agree or disagree. A few candidates wrote narrative or expository pieces. They included sequencing words such as then and next, and characters. These features are typical of narrative writing rather than argument.

#### **Organization**

Organization continues to be an issue. Many candidates included no clear introduction, body or conclusion in their response. Many candidates are not using paragraphs or are using too few paragraphs to develop their points. Several candidates used graphic organizers to plan their points but their essays did not reflect clear connections between ideas. Planning was visible but the linkages were absent. A candidate cannot be awarded more than nine marks out of 25 unless the points of the essay are organized in paragraphs.

Even when there was evidence of indentation, many candidates did not demonstrate that they had knowledge of the elements of paragraphing. Topic sentences were often replaced with headings and supporting sentences did not adequately add to the development of the main point.

In too many cases, paragraphs were sketchy. Candidates may need guidance on allocating their words effectively. They must be taught to write brief introductions and conclusions, while dedicating most of the essay to developing the body.

## Language

Several responses were written in conversational language. Candidates also need to be reminded of the importance of using objective language and emphasizing factual information. A personal or conversational tone is inappropriate for this genre and undermines the formal tone expected in an argument.

In addition, formal writing continues to present difficulties for many candidates who often struggle to write in Standard English due to the influence of regional dialects. This is increasingly compounded by the language of social media, much of which is influenced by language used in North America. As a result, several candidates appeared to believe that words such as ‘wanna’, ‘gonna’ and ‘cause’ are now Standard English forms instead of want to, going to and because respectively. In addition to these examples, there was also greater use of abbreviations, including don’t, which further undermined the formality expected in an argumentative essay.

## Recommendations

- It is important that candidates establish a clear focus for their response, even if they simply state *I agree with the statement*.
- Students need to be taught that organization must occur both within and across paragraphs.
- The concept of the line of an argument progressing from introduction to conclusion needs to be emphasized.
- Students may benefit from using graphic organizers to help structure and connect their points when writing arguments.
- Greater practice in accurate writing is necessary.
- Students need to understand that punctuation adds meaning to writing.
- Activities such as rewriting jumbled paragraphs could help strengthen students’ awareness of paragraph unity and coherence.

In addition, increased individual reading, supported by teacher-provided examples, can help students recognize the differences between formal and colloquial language.

## PAPER 031 — SCHOOL-BASED ASSESSMENT (SBA)

Students' performance on the school-based assessment (SBA) remained relatively consistent when compared with 2024. Students were required to work individually as well as collaboratively to complete and submit a project consisting of six sections. All sections were marked by the teacher and three of these — the Plan of Investigation, Reflection and Written Report — were moderated.

### Plan of Investigation

Most students scored three out of five marks. Students should refrain from giving several reasons for choosing their topic because in doing so, they exceed the word limit. Additionally, the benefits identified must be English-specific; too many students selected benefits that were either applicable to any subject or too general. For example, students should specify the type of writing or skill to be developed instead of writing statements such as 'I hope to improve my writing'. While some students identified relevant skills, others failed to indicate where in the project these skills would be applied.

### Reflections

Some students produced one essay titled 'Reflections' which had three paragraphs, each addressing a different artefact. As a result, Reflection 3 and its specific requirements were omitted. Teachers and students are reminded that the reflections must be presented as three separate pieces of 150 words each, following the format outlined in the syllabus. Additionally, students should ensure that they have a similar discussion for each piece in Reflection 1 and Reflection 2.

In Reflection 1, students were expected to state the titles of their artefacts, indicate their prior knowledge of the topic, identify the issue addressed in each artefact, explain what new knowledge was gained and describe how this new understanding affected them.

Reflection 2 was not done well. Several students gave a summary of each piece or wrote about the same strategy for each piece. In several cases, the devices or techniques were identified without supporting examples or the examples provided were incorrect. Some students did not show how the selected devices helped to achieve the author's purpose in their discussions.

Reflection 3 continues to be done well. Some candidates linked the expected benefits from their plan to their personal growth with great success.

### Written Report

Although there was noticeable improvement over last year's submissions, this section was not done well. Groups were required to state their theme, identify each member's topic, outline the three selected pieces (including authors) and explain why and how these pieces were chosen. This should have been followed by a discussion of

each piece. The report should have included the specific tasks completed by each group member and a description of the process used to produce the written report. Any group that failed to select the required three pieces for discussion received a very low score.

Too many groups began with a discussion of the process from its inception with the teacher's suggestions for the project. Many of them also used questions to guide their answer. As a result, the introductions and discussions were lengthy. In some cases, some groups exceeded the word limit before completing a full analysis of the three pieces. In other instances, the answers based on the selected questions either did not include three pieces or included more than three.

## **General**

There was notable improvement in several aspects of the project; however, a few areas still require closer attention from teachers, particularly in relation to the rubrics outlined in the syllabus. Some projects continue to be submitted with missing sections, most commonly the Written Report. Teachers are urged to ensure that all sections for which marks are allocated on the cover sheet are included.

A few students submitted written reports that did not match their topic. Teachers should remind repeat students or those who change groups or topics to verify that the correct report is submitted.

The English SBA is not a group project. Only the Written Report is completed collaboratively. There were too many cases of teachers attaching five or six names to the same project. Additionally, for the Written Report, several aspects were not done well. In some reports, the group members did not include information on the topics researched or did not show how the three pieces were selected, especially when only the original three pieces were used.

In the moderated report for each SBA, the moderator indicates any section that exceeded the word limit as well as which elements were missing. Teachers should note that even when all elements are present, marks cannot be awarded if those elements come after the word limit has been exceeded or if they are too general to meet the criteria.

## **Recommendations**

- Teachers must adhere to the stipulation of the syllabus regarding the SBA and ensure that students comply with these requirements.
- Teachers must adhere to the mark scheme because in many cases, the marks given to students are reduced. The SBA should be completed as a process, with each component developed over time rather than treated as a single final assignment.

Many candidates still appear to be inadequately prepared to answer the questions. Although candidates' performance remained relatively consistent, too many candidates took information directly from the given media without demonstrating that they had a clear understanding of the information.

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### **Question 1**

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Candidates were presented with three stimulus pieces, all centred on the theme of women's rights. In Part (a), candidates were required to outline the main idea or issue presented in each piece. Most candidates recognized that the stimulus materials focused on the rights of women and many of them correctly identified the main ideas in the article, drawing and song. However, not all candidates provided the additional detail needed to fully outline the main idea.

In Part (b), candidates had to choose one of the three pieces and assess the appropriateness of that piece for communicating the idea or issue. For the most part, candidates were unable to give correct reasons why the pieces were appropriate for conveying the message. Most of them merely summarized the extracts or provided the main idea instead of commenting on the appropriateness.

Part (c) required candidates to use any two of the texts, identify one language technique used in each and explain its effectiveness. Some candidates were able to identify two correct techniques and explain their effectiveness. However, too many candidates gave incorrect techniques or omitted the question altogether.

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## Question 2

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In Part (a), candidates were given a statement and were required to explain three factors other than the one mentioned in the statement that a speaker must consider when making an oral presentation. Many candidates answered this question correctly; however, too many of them gave answers such as age, gender or interests, even though such information had already been provided in the prompt. Other candidates focused on content-related factors, such as knowing the subject matter.

For Part (b), candidates had to list three points they would discuss in an oral presentation based on the main idea or issue outlined in the three texts. This question was generally well done. Most candidates were able to identify three relevant and appropriate points for a presentation on women's rights.

In Part (c), candidates were asked to think of a group of people who might be interested in the issues mentioned in the oral presentation in Part (b). They then needed to list three characteristics of that group and three techniques they would use to maintain the group's interest. Many candidates listed the names of three groups of people who would be interested in the oral presentation without providing the characteristics of these groups; therefore, they did not show why those groups of people would be interested. Candidates were able to answer the second part of the question much better, providing correct presentation techniques.

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## Question 3

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In this question, candidates were required to create an original response based on one of the ideas or issues listed in Question (1) (a). They could use drama, poetry, song, prose or any other suitable form. Responses were assessed according to relevance of content, organization of ideas, effective use of language, vivid word choice and unique voice or style.

Most candidates performed satisfactorily. Poetry was the preferred genre and many candidates produced competent and entertaining poems on the issues presented. Even when candidates used the vernacular, they did so with a degree of comfort while using poetic language (such as similes and metaphors), and rhyme and repetition. Many of the responses, prose, poetry and drama, reflected the deep thoughts of candidates and their awareness of the issues related to women’s rights. In some cases, candidates who performed poorly in Questions 1 and 2 were able to manipulate the elements of writing and composing sufficiently to produce competent answers. However, the organization of ideas in the prose responses was sometimes unsatisfactory as some candidates seemed unaware of the elements of paragraphing. Some candidates lifted heavily from the extracts and a few omitted the question.

## Recommendations

- With respect to Question 1 Part (a) to (c), instructors are encouraged to place emphasis on terms such as *main idea, appropriateness and effectiveness of treatment, and language techniques* in their teaching. For the main idea, students should be taught that when giving the main idea, their answer should include the word that. They should also know that when giving the purpose of the passage, they should include the word to.
- For Question 2 (a), teachers must explain what is meant by the phrase “other than the composition of the audience” to students as too many students are still listing age, sex or race as factors to be considered when making an oral presentation. Students should also be informed that the factors required are those related to delivery and not the content of the presentation.
- For Question 2 (c), teachers should ensure that students understand that they must provide characteristics of the groups they identify, that is, what features of the mentioned group would make the members interested in the presentation.
- For Question 3, students who wrote poems seemed to be at a greater advantage than those who wrote prose. Attempts at prose, especially short story and argument, would be enhanced by effective paragraphing. Teachers need to ensure that students are familiar with the basic elements of paragraph construction. It should be made clear that responses to Question 3 must be original.