PRINCIPAL EXAMINER'S REPORT

BOTSWANA EXAMINATIONS COUNCIL

JCE ENGLISH

2024

INTRODUCTION

This marking report constitutes feedback on candidates' performance from the 2024 JCE English examination which was made up of 4 components: Multiple Choice questions (Paper 1), Continuous Writing (Paper 2), Literature (Paper 3) and Listening Comprehension and Summary (Paper 4). The report is meant to help centers to acquaint themselves with what the expectations of the syllabus were and how candidates fared in the different domains of assessment.

PAPER 1: MULTIPLE CHOICE

General Comments

Paper 1 was a 40 item multiple choice paper assessing candidates' understanding, language use and reference skills. However one item out of the 40 items was flagged during item analysis (item 27) and was rendered null and void; hence candidates were scored and graded out of 39 Multiple Choice items. The candidates' performance was about average in this paper. The mean mark was 24.29 out of a total of 39 available marks, which was just above the 50% threshold.

It will be proper to look at the items where there was a demonstration of lack of content and an improvement to address this deficiency be put in place. Generally, Multiple-Choice items have a guessing factor that is considered to be the lowest proportion of being able to get the item correct without knowing the answer. For a Multiple-Choice item with four options, the guessing factor is 25% and any item which has the proportion of candidates who got it correct lower than the guessing factor is a cause for concern.

Candidates should be encouraged to always read the question for understanding before they select an answer. The report is mainly in table format showing the number of candidates at each of the options. The key for reading the table:

N   the number of candidates who selected each of the options

Key   the option that was taken as the answer

Comments on Individual Questions

Item 1:

Option	N	Key	Comment
A	7183	D	Fairly well done. While a good number of the candidates were able to select the correct answer on how people born with disability can do great works and are known world-wide, others misinterpreted the meaning of the word *"special"*. They used the word special as a description of the disability itself, as normally referenced in everyday life.
B	8054		
C	3224		
D	25765		

Item 2:

Option	N	Key	Comment
A	7731	B	Fairly well done. A good number of candidates selected the correct answer, while others were unable to understand the usage of the expression **disability is not inability** in context. They misunderstood the intended meaning of the statement.
B	29539		
C	1845		
D	5111		

Item 3:

Option	N	Key	Comment
A	2417	D	Poorly done. Generally, candidates were able to understand the passage and how Helen Keller was actually born blind. However, a good proportion of the candidates were confused by the manner in which the passage was mainly about the life that Helen lived after she had gotten blind and deaf, forgetting that she had actually been born with perfect vision and hearing.
B	11825		
C	4710		
D	25274		

Item 4:

Option	N	Key	Comment
A	30639	A	Fairly well done. Candidates were able to pick out the word "Joy" and that it did not have the same meaning as tragedy. Other candidates generally did not know the meaning of the word tragedy and neither were they able to infer its meaning from the passage to insinuate something negative in nature. Others who opted for B are likely to have failed to interpret the task, which was NOT to identify a synonym, but rather the contrary.
B	7228		
C	3710		
D	2649		

Item 5:

Option	N	Key	Comment
A	36489	A	Well done. This item called for candidates to be able to understand the use of the pronoun "it" as used in the passage in paragraph 3. Most candidates were able to pick the correct response, which was A. Other erroneous responses were evenly distributed on the other options due to guesswork.
B	2469		
C	2126		
D	3142		

Item 6:

Option	N	Key	Comment
A	2052	B	Fairly well done. A good number of candidates were able to deduce from the passage what caused Mrs Keller to panic, having understood that Helen's inability to blink nor hear when prompted, was a sign that something was wrong. However, others misunderstood the source of panic that Mrs Keller exhibited and opted for D or C which were still wrong.
B	30334		
C	4086		
D	7754		

Item 7:

Option	N	Key	Comment
A	4201	C	Poorly done. The task of the item required candidates to deduce the main idea from Paragraph 4. However, a significant proportion of candidates were confused and opted for B instead of C, since the paragraph was more about explaining who the Great Alexander Bell was and what he was famous for, and not necessarily how he ended up helping Helen.
B	15171		
C	19444		
D	5410		

Item 8:

Option	N	Key	Comment
A	15554		Poorly done. Given the manner in which candidates' responses were spread across the different options, this was evidence of perhaps guesswork and uncertainty on their part. The few candidates who analysed the passage well, were able to infer the correct answer, which was D.
B	10234	D	
C	2937		
D	15501		

Item 9:

Option	N	Key	Comment
A	3550		Well done. Most candidates selected the correct answer, having understood that Helen was a fast learner, which is what actually showed her intelligence. The other options did not represent the truth about Helen's experiences when being taught, although few candidates opted for them.
B	34217	B	
C	2578		
D	3881		

Item 10:

Option	N	Key	Comment
A	36512		Well done. The majority of the candidates understood the intentions with which Helen wrote her book and titled it "The Story of my life" and picked A. However, few other candidates simply guessed why the book was titled that way, not having understood what Helen wanted to achieve.
B	2056	A	
C	3212		
D	2446		

Item 11:

Option	N	Key	Comment
A	3784		Well done. Most of the candidates identified the answer on why Helen ended up not marrying due to devoting her life to helping others with similar challenges. Nevertheless, other candidates were drawn to other options simply out of not having understood the passage well.
B	4268	C	
C	33203		
D	2970		

Item 12:

Option	N	Key	Comment
A	4593		Fairly well done. As a concluding paragraph, most candidates understood the positive note with which the story of Helen ended and chose B as the correct answer. However, others still missed critical points to understand so as to deduce that Helen had lived a fulfilling life with no regret.
B	30064	B	
C	1874		
D	7694		

Item 13:

Option	N	Key	Comment
A	4568		Fairly well done. While the candidates were able to deduce the feeling of inspiration as a conclusion to Helen's life story, other candidates still failed to think and understand beyond the challenges that she lived with, and deduced the wrong conclusions out of it.
B	4779	D	
C	4401		
D	30477		

Item 14:

Option	N	Key	Comment
A	5563	D	Fairly well done. A good proportion of the candidates were able to identify the correct answer as D. However, others still failed to infer the deeper meaning of what the writer sought to achieve in narrating the story of Helen's life as a person living with a disability and yet achieved exploits.
B	2927		
C	4092		
D	31643		

Item 15:

Option	N	Key	Comment
A	4039	D	Poorly done. This item required candidates to identify the word that could be used to explain the meaning of fruitful as used in the passage. While most candidates chose D as the correct answer, it was evident that many candidates were not able to understand the meaning of the word and guessed, with most of them selecting the distractor word, "special".
B	7387		
C	1741		
D	31058		

Item 16:

Option	N	Key	Comment
A	37889	A	Well done. The majority of the candidates knew which version of the verb to select, although others were confused as to which tense ought to be utilised. The correct answer was A, and most candidates got the item correct.
B	1023		
C	1967		
D	3346		

Item 17:

Option	N	Key	Comment
A	13891	B	Satisfactorily done. While the answer was B as an indication of what the writer wants to convey as a message, other candidates were confused on the appropriate verb tense and whether it ought to be in the future tense or the conditional tense. More practice is needed by candidates.
B	22925		
C	3533		
D	3876		

Item 18:

Option	N	Key	Comment
A	1409	D	Well done. The candidates were able to pick D as the correct conjugation of the verb "to have" in the second person singular, "you have". A few other candidates were uncertain and even guessed any word, including the past tense, "had".
B	4220		
C	2061		
D	36535		

Item 19:

Option	N	Key	Comment
A	1634	D	Poorly done. Less than half of the cohort was able to identify the correct answer as D. The strongest distractor that brought confusion in the minds of a good proportion of the candidates was C, where they assumed the possibility of one to be "with" a family of a certain number of people. However, this did not line up with the context of the story.
B	3571		
C	17064		
D	21956		

Item 20:

Option	N	Key	Comment
A	2018		Fairly well done. The candidates were able to identify the correct verb conjugation which ought to be in the third person singular; "it makes". A few other candidates were uncertain of the tense of the verb while others simply guessed.
B	36148	B	
C	4679		
D	1380		

Item 21:

Option	N	Key	Comment
A	8422		Fairly well done. While candidates generally had the right understanding of the expression to marry one's children to another family. However, others who were unfamiliar with the expression tried to choose the conjugated version instead of leaving the verb in its infinitive form, which was "To marry". They simply guessed.
B	3652	D	
C	2697		
D	29454		

Item 22:

Option	N	Key	Comment
A	2194		Fairly well done. Candidates generally noted the correct version of the verb, although many other candidates appeared to guess between options B and C after, having lost sight of the idea being communicated in the present continuous tense.
B	7478	D	
C	7463		
D	27090		

Item 23:

Option	N	Key	Comment
A	1368		Fairly well done. The majority of the candidates were able to identify the correct conjunction to use, which was option C. However, distractors B and D proved to lure candidates into selecting them even though they were inappropriately used given the context of the sentence.
B	7367	C	
C	30310		
D	5180		

Item 24:

Option	N	Key	Comment
A	31235		Well done. Most candidates selected the correct option, A, although other candidates were uncertain which form of the past tense it ought to be. Others therefore opted for D, associating that act of listening that was being done over a long period of time, hence continuous. Nevertheless, the stimulus sentence in the task was phrased in the simple past tense.
B	1675	A	
C	1878		
D	9437		

Item 25:

Option	N	Key	Comment
A	5678		Poorly done. Candidates were confused between an adjective and adverb. The generally understood that "healthier" was used as a describing word, but failed to differentiate between what is referred to as an adjective and that which is called a verb. Healthier was used as an adjective, though comparative in nature, since it described the noun, "chicken".
B	5311	D	
C	14940		
D	18296		

Item 26:

Option	N	Key	Comment
A	19058	A	Satisfactorily done. The distribution of the candidates' selection shows an element of guess work. While A was the correct response, some candidates mistook the word "build up" to be a collective noun while others thought it to be an adjective describing the children instead of a verb.
B	10185		
C	8699		
D	6283		

Item 27: Omitted

Item 28:

Option	C	Key	Comment
A	2891	C	Fairly well done. While most candidates were able to identify the form of the word to complete the sentence, "they laughed loudly", other candidates failed to recognise the errors in the usage of the other distracter options since they were not suitable as the desired adverb.
B	11400		
C	26371		
D	3562		

Item 29:

Option	N	Key	Comment
A	1964	B	Poorly done. Candidates appeared to be uncertain between applying the word "shall" or "will" in filling in the gap in the sentence. The correct answer was B, and yet the majority of the candidates selected C and lost a mark for this item.
B	10658		
C	27356		
D	4246		

Item 30:

Option	N	Key	Comment
A	12784	D	Fairly done. Like the adjective, candidates also struggled to identify the action word within the given sentence, with only a few candidates who were able to choose "*O rata*" as the correct answer.
B	4595		
C	2309		
D	24535		

Item 31:

Option	N	Key	Comment
A	37034	A	Well done. Candidates were required to choose the correct preposition for picking a person "at" the corner of a road. They were mostly able to identify A as the correct response while a few other guessed between the remaining options.
B	1596		
C	2812		
D	2779		

Item 32:

Option	N	Key	Comment
A	4630	C	Fairly well done. A good proportion of the candidates were able to understand the expression, "to account for something". They were therefore able to pick the correct response as C, while the rest of the candidates guessed around the remaining options.
B	8283		
C	29674		
D	1633		

Item 33:

Option	N	Key	Comment
A	32646	A	Well done. The notion of the task was to have candidates demonstrating their understanding of Naomi being unapologetic yet she was wrong. Candidates who comprehended this notion, selected the correct answer which was A, "although". However, other candidates opted for B as a sign of lack of understanding, while others guessed between options C and D.
B	7554		
C	2254		
D	1765		

Item 34:

Option	N	Key	Comment
A	22374	A	Satisfactorily done. This item proved to be a challenge for some candidates who were required to define the usage of the word "late" in this context of Paul who is in his late 40's. The correct answer was Meaning 7 which was referring to the end of Paul's years in the 40's range.
B	7573		
C	6523		
D	7749		

Item 35:

Option	N	Key	Comment
A	11324	B	Satisfactorily done. The expression "The harvest was late this year" implied that there was a usual time when the harvest took place in the past, and that this time it had passed. This analogy is in line with Meaning 2, which less than half of the candidates were able to detect. Some candidates misinterpreted the sentence to mean that the harvesters arrived late this year, as opposed to their normal time, yet the task was generally referring to a season/time.
B	19450		
C	8795		
D	4650		

Item 36:

Option	N	Key	Comment
A	5756	D	Fairly well done. In this item, Capital punishment was referenced as an activity that brought an element of surprise of it happening as an activity of the past that continued until the 1950's. The word late was therefore used to make reference to capital punishment as being old-fashioned and yet was still happening until recently in the 1950's, which was in line with Meaning 6, Option D. Other candidates opted for A and C which were incorrect.
B	3961		
C	6698		
D	27800		

Item 37:

Option	N	Key	Comment
A	13399	B	Poorly done. A good proportion of the candidates managed to identify B as the correct response, although other responses proved to be strong distracter due to their nature of making reference to "after the arranged time" or something "done after the usual time".
B	15929		
C	11563		
D	3321		

Item 38:

Option	N	Key	Comment
A	6898		Fairly well done. Candidates generally understood usage of the word late in the context of making objections about something which they had an opportunity to address earlier. This analogy tied in well with Meaning 6, Option C and about half of the candidates got the correct answer. However, others confused it with Meaning 4 which was "After an expected time", yet this was not the intended meaning of the context of the sentence.
B	11406	C	
C	19398		
D	6505		

Item 39:

Option	N	Key	Comment
A	3026		Fairly well done. Candidates were required to demonstrate their understanding of the correct question tags to use after the expression "Hard work pays off,…". The correct answer was D, "doesn't it", although candidates also flocked for Option C since it is usually a more commonly used question tag. Other candidates guessed between A and B.
B	2330	D	
C	14282		
D	24520		

Item 40:

Option	N	Key	Comment
A	32959		Well done. The candidates performed much better on this question tag, choosing A as the correct answer. However, other candidates failed to recognise the need to maintain the same subject pronoun/verbal agreement and chose different options that did not line up with the statement provided.
B	6146	A	
C	2969		
D	1496		

PAPER 2: CONTINUOUS WRITING

General Comments

Candidates were tasked with two questions; Question 1 which was a composition and Question 2 which was a Speech. Both tasks were compulsory and marked out of 40 marks and 20 marks respectively. Below is a brief analysis of candidates' responses on the two tasks:

Comments on Individual Questions

Question 1: Composition

This was a continuous writing paper that assessed language usage and written communication skills. Candidates were required to write a composition about a time when they planned a surprise party for someone. They were required to say where the party was held, whose party they had prepared for, why they had held the party, what they did in preparation for the party and how they generally felt in the end.

Most candidates were able to provide all the given points and also used their own details to make their compositions interesting. Higher achievers were able to use apt vocabulary in most cases. Creativity was expressed by using different types of sentences and correct pronunciation.

Candidates of average ability also wrote interesting pieces of work, although their vocabulary was often limited. Other candidates who struggled generally demonstrated an ability to understand the topic although they evidently failed to access appropriate vocabulary and punctuation to support their work.

Question 2: Speech

This item required candidates to simulate a role in which they were members of the School Representative Council (SRC) within their school. They were tasked to write a Speech as a Minister of sports, citing the importance of sporting activities in a school, using about 150 words to 200 words.

Candidates were observed to be able to write the speech using all the provided guidelines and also managed to use their own details to formulate interesting speeches. Most of the candidates succeeded in using the correct layout, including those of lower ability level.

Recommendations:

- Teachers must expose candidates to a wide variety of reading material so as to improve and enrich their vocabulary during their contact time of learning.
- Candidates ought to be prepared well by exposing them to different sentence types, including how to use personal pronouns, articles and subject-verb agreement amongst other grammatical elements.
- All candidates must be encouraged to work on the layout for different types of situational compositions.
- More practice on punctuation ought to be given to candidates as they gear up for their final examination.
- Finally, candidates must be taught how to proof read their work prior to making their final submission.

PAPER 3: LITERATURE

General Comments

The 2024 JCE English 3 Paper was marked by a team of experienced examiners in Marulamantsi Primary School. Paper 3 is a Literature paper that contains two sections; Section A is poetry and section B is short story. The short story comprised both structured and essay questions. This report seeks to highlight on the performance of candidates in view of these areas of assessment within the examination paper, hoping to outline the strengths and weaknesses of candidate's experiences in interacting with the examination tasks in these areas.

SECTION A: POETRY - The poem was entitled WELL, GOODBYE BY ROBIN MALAN. It was a poem about two brothers who love each other dearly. The older brother goes to stay in India while the little one stays home and he is very sick from cancer. While the elder brother is in India, his little brother dies. In the poem, the older brother describes how it has always been painful for them to bid each other goodbye (to part ways). The candidates are asked to analyse (in full) the emotions in relation to the persona and the situation he finds himself in.

SECTION B: SHORT STORY- The short story is called WELL, GOODBYE BY ROBIN MALAN, a story which addresses the issue of sickness and death and how they affect people. It looks at the trauma that people go through when faced with appalling situations such as separations, sickness and death.

Comments on Individual Questions

Question 1- Poetry

(a) The item required the candidates to pick two words from the first stanza that rhyme. Almost all the candidates were able to identify the pair only a few of them picked words that were not rhyming hence got it wrong. The response is from stanza 1; lines 3 and 6.

(b) The word ironic in this question means that the candidates should say if the two brothers really knew that they were parting for the last time. The candidates should say if in reality, there is anyone who would know when someone is going to die so that the persona could be justified to say that he knew that his brother would be dead by the time he came back from India. The response to the item is; the brothers did not know that it was their last goodbye.

(c) The word significance in this item meant that the candidates should describe the kind of relationship that the two brothers have with each other. The possible response is they loved each other // they cared for each other deeply // they had a strong bond//they had a strong connection. The candidates were also required to lift a line that proves that indeed they had such a bond. Stanza 2; I often dreamt of him // I was sure. And I was deeply sad.

(d) The item required the candidates to show their understanding of how one's condition can affect their behaviour or personality. It was important for candidates to be able to analyse Simon's condition. Simon is very sick and he is suffering from a deadly disease that makes him helpless because it is incurable therefore, how the candidates think he would react to such an unfortunate situation was very important. Some of possible responses are quiet / wordless / timid BUT NOT SPEECHLESS which some candidates wrote. When one is speechless, then they are so surprised that they cannot

find words with which to describe the condition and this does not score as Simon's trait. Evidence is in stanza 3 line 2 /lacking interest in his own speech/ he was weak because he was sick / he had no energy because he was sick/he talked less because he was sick.

(e) The item required the candidates to their understanding of fact and opinion or reality versus imaginations. The possible response was /because it had just been a dream/ the supporting statement is /there was no proof/. Most candidates failed to bring out the last part of the question. A dream is some sort of imagination, it is not as if whatever it is, is actually happening.

(f) The candidates were supposed to give the result of the dream and give evidence for their responses. The possible response was / even though it was a dream, his brother had actually died. His could be found in stanza 4, line 6 which says They called. The evidence is that his parents called or told him through a phone call.

(g) This was an item on the mood of the poem. Mood is determined by looking at the emotions that get aroused throughout the whole poem. Mood is described by either SAD OR HAPPY or their synonyms. Some candidates wrote words such as DISAPPOINTMENT, TROUBLED, WORRIED, ANGRY...these are conditions that end in an emotion that either makes one happy or sad. Mood can be explained as the end result of a condition. For example, *"I am angry because Mary does not want to forgive me so it makes me feel SAD"*. THE WORD EXCITEMENT MEANS A DEEP EMOTION WHICH COULD BE POSITIVE OR NEGATIVE. For example, *"I am excited because I won a scholarship (extremely happy)"* or *"I am excited because my husband died (extremely sad)"*. The mood for the poem is sad / because the little brother is dead / because the poem talks about someone losing their loved one / /because the poem talks about death.

Question 2 - Short Story

(a) The item required the candidates to explain in full the two CONTRASTING (positive and negative) feelings that the people of Ngara have regarding the issue of rainfall. For this item, most of the candidates who started with the feeling of sadness failed to understand that it is not that the rain never came at all but that it came and disappeared. So, despite the fact that they got the feeling correctly, they could not support their response correctly. The candidates who started with the feeling of happiness got the total score of both 2(a) (I) and (ii). The possible responses are;

    (i) Happy – the rains had come/they have been able to plant crops but men and women happily marched to the field could not score because the candidates to unpack or say what it meant.

    (ii) Sad – the rains had stopped or disappeared/ before their crops could grow//their crops withered//their crops began to wilt.

(b) The item required the candidates to trace the conflict from its root cause which is LACK OF RAINFALL and then to explain the reaction of the villagers towards the situation THEY COULD NOT AGREE ON WHO THE STRANGER WAS WHO NEEDED TO LEAVE THE VILLAGE (IN ORDER FOR THE RAINS TO FALL). Even if the candidate did not mention the names Jikinya and John, they still scored as long as they mentioned THAT THE STRANGER MUST GO. Most candidates did not mention the part for lack of rainfall.

(c) The candidates needed to know what symbolism meant in order to respond well to the task which required them to say the symbol for the Muhacha tree. A symbol is a representation of something. In this scenario, if the candidates were to see a Muhacha tree what would they think of and then they to explain their response. The symbol is /the existence of the god or spirits/ spirituality that connects people/ place of worship/ shrine/home for spirits or gods/ tree for the gods/ ancestral tree. Then the explanation is /where the spirits or gods resided/ where people went to consult the gods/ where ceremonies were held.

(d) The item required the candidates to identify the results of ambiguity, that is; the miscommunication between John and the Captain brings about unintended results that end in a massacre of a tribe. The difference in the responses is just that for John (I) it means just get the girl, THERE SHOULD BE NO WAR/FIGHTING (the army should go to Ngara and get the girl to avoid a tribal war/ the army to go and the girl WITHOUT BLOODSHED) but for the Captain (ii) it means the girl is being kept captive/ hostage/ against her will by a hostile tribe, so, THERE SHOULD BE WAR to get her from them. (The girl is in danger and needs some form of force to be rescued from the villagers) Some candidates did not make the distinction especially in explaining what John thinks he was saying to the Captain, hence got the first part wrong.

(e) This item required the candidates analyse in totality the relationship between Jikinya and Tendai. The candidates should look at what happened at the dance for the gods, Tendai's refusal for Jikinya to go away and how Tendai is directly affected by Jikinya's death, then come up with the people's understanding of Tendai's reaction. The possible response was /the villagers just realised that Tendai has all along been in in love with Jikinya. A few candidates got it right but most of them lifted the phrase that says; their souls blended, which was wrong because the candidates needed to unpack what that phrase meant as the correct response for the item.

Question 3

The item required the candidates to say how the characters' (Tendai, Tichafa and John) negatively contributed to the outbreak of a war at Ngara village. The candidates needed to state a character, his decision, how his decision contributed brought about the war and how the character have avoided the war from taking place. NO EXAMPLE IS REQUIRED. If the response does not specify the trait gives a wrong trait; the whole answer would be wrong.

Essay

CHARACTER	TRAIT	EXPLANATION	CONTRIBUTION
TENDAI	-loving -risk taker -brave/bold -persuasive -naive/foolish -unrelenting -stubborn -selfish	-he makes Jikinya to choose between their relationship and the welfare of the people.// -he ignores the threats of a tribal war from his peoples.// -he chooses what benefits him over what would benefit his people	-by making Jikinya stay, he has openly declared war against those who want Jikinya to go// -by making Jikinya stay, he has openly chosen his love for her without considering the consequences
TICHAFA	-stubborn -unrelenting	-he refuses to let Jikinya go because he knows that the people	-even though he sees the division among his people, of

	-authoritative -intimidating/ bossy -liar/deceitful -dishonest	would agree with him, as their leader// -he understands the language of the gods more than anyone in the village but decides to ignore their message by insisting that Jikinya should not go	who they believe is the stranger,he ignores them and insists that Jikinya cannot go// -even at the prospect of a tribal war, he does not want to discuss the issue with the other elders but tells John that he has been instructed to go by the gods
JOHN	-helpful/caring -understanding -accommodative -compassionate -naive/foolish -thoughtful -careless -coward -considerate -respectful	-like everyone else in Ngara, John is also concerned that if there are no rains, people may suffer from hunger and starvation.	

Essay marking guide

- Character- 1 mark
- Explanation-2 marks
- Identification of a character- 1 mark
- Example- 1 mark

PAPER 4: LISTENING AND SUMMARY

General Comments

This is a Listening and summary question paper that comprises of two sections. Section A is listening comprehension which is read to the candidates in seven minutes. Section A contains structured questions which carry 20 marks. Section B is a written passage from which the candidates attempt the task from the passage. This section carries 10 marks divided as follows: 5 marks for the points identified and another 5 for style (cohesion, punctuation, grammar and spelling).

Comments on Individual Questions

Section A

Listening Comprehension (The benefits of eating red meat)

The passage was about the benefits of eating red meat. The passage was very interesting therefore motivating the candidates to listen attentively since it was accessible to the general candidature of varied backgrounds, for example agriculture, home economics and integrated science. Most of the questions were simple recall questions hence the paper was accessible to the majority of the candidates.

1 (a) The question required candidates to state one nutrient found in red meat. It was a simple recall question which the majority of the candidates scored a mark.

(b) The question required the candidates to give a reason why the benefits of red meat are sometimes not taken seriously. Most candidates across all levels of ability scored but the word cause was the discriminatory factor as those who omitted it lost a mark.

(c) The question required candidates to state two health benefits promoted by protein's nutritive value. The majority of the candidates did very well except a few who denied themselves marks because of division.

(d) The question demanded from the candidates two reasons for the inclusion of red meat in children's diet. This proved to be a challenging question which was accessible to high and average achievers. The majority of the candidates managed either a mark or a zero.

(e) The question required candidates to state the advantage animal protein has over vegetable protein. The candidates were mostly confused and as such omitted the element of comparison.

(f) Candidates were required to state two ways in which fat in red meat benefits the diet. The majority of the candidates scored.

(g) Candidates were required to state two ways in which meat eaters can reduce dangers of consumption of red meat. Above average and average performers scored easily while below average performers struggled to score because they disregarded the word "added".

(h) This was a mark as a whole question which was moderately accessible and the majority of the candidates across all levels of ability scored except a few who thought it was a two-part question.

(i) The question required candidates to state two roles played by vitamin B12 in the body. Most of the candidates confused the question with question J. Above average candidates scored the two marks while the average and below average either scored 1 mark or zero mark.

(j) Candidates were required to state two functions of iron in the body. Above average candidates scored the two marks while the average and below average either scored 1 mark or zero mark.

(k) The candidates were required to state DR Marumo's view regarding media reports on red meat. The majority of the candidates did not perform well in this question because the subject of the question was media reports, but most candidates mistakenly thought red meat was the subject.

(l) Candidates were required to give a summative statement about the passage. The question was problematic for the majority of the candidates since they could not provide a summative statement for the passage.

Section B

Summary

The summary task demanded from the candidates to spell out the tips one needed to be confident. The question was generally tackled well though some candidates missed on the main points because they opted for illustrations as opposed to stating the main points. The summary was mostly on recall and points could be easily lifted from the passage. The summary had four main points as opening sentences for some of the paragraphs.