

GENERAL COMMENTS

Even though there is a slight improvement in certain aspects of the component, much still need to be done to qualify the component to be of an acceptable standard. Most teachers indeed are preparing their candidates within the authorised assessment objectives, but need to focus on certain matters to improve the overall performance of the component. It should be noted that these candidates are prospective AS-Level, tertiary institution or employees at establishments and their work should be responsive of such qualifications. The rewriting of the question statement is not a necessity and should be discouraged as it is not assessed and even takes up space that could have been used for assessable content.

COMMENTS ON INDIVIDUAL QUESTIONS

Narrative

- 1 The narrative question required candidates to write about an incident in which he/she was unfairly treated, but eventually turn out to be a blessing in disguise. This was the least chosen topic, and the candidates who wrote about totally misinterpreted the meaning of the expression. They wrote about a hidden treasure or a gift from someone that was revealed to him/her at a later stage. Generally candidates find expressions and quotations difficult to interpret.
- 2 This narrative question wanted candidates to write about his/her unforgettable experience on a trip to his/her dream destination. Though sizable amount of candidates chose it, the interpretation of it was not as accurate as it should be. Many candidates generally wrote about a dream in which they were the main characters. The aspect of unforgettable experience was well narrated in a creative way.

Descriptive

- 3 The descriptive essay required the candidates to write a description of the family vehicle which is their pride. A reasonable number of candidates chose the topic, but instead of presenting a description, some candidates wrote eulogies in a poetic style. In such cases even though the pride could be inferred, the description was limited. Some candidates wrote proper essays addressing the elements in the question.
- 4 The descriptive essay required candidates to write about the N\$1 million he/she has won in a competition and to describe emotions he/she went through after hearing the announcement and the reaction of the family members when they heard the news. Most candidates who chose the topic developed it in a proper and creative manner. Some candidates disregarded the aspect of emotions and focused only how they spend the million dollars. Some candidates interpreted Bitcoin, Forex-Trading and Gambling as competitions, they should be discouraged to participate in risky activities.

Argumentative

- 5 The argumentative essay required candidates to tender their perceptions on whether athletes should be allowed to consume stimulants or performance enhancing substances. The candidates generated proper formulated arguments based on their views. There was confusion as whether the candidates should only take a single stance or make it discursive. Some candidates interpreted energy boosters like Bioplus, Score and Energade as stimulants or performance enhancers. Some even argued that the products sold by Herbal Life and Easy Life could be considered to be drug oriented.
- 6 The question required candidates to share their views on whether they think parents should become their best friends. There were proper arguments presented again instead of being argumentative it was made discursive, maybe the question should specify as to which approach to be taken. In this section both essays are turned in discursive essay.

POSITIVE SUGGESTIONS TO TEACHERS

It is a great concern that at many centres there is a reduplication of language errors every year. The errors range from spelling, part of speech, syntax, semantics, morphology, lexis, pragmatics, suffixes, phonemic flaws, improper terminology, paragraphing, use of idiomatic expressions, the use of clauses and phrases, syllabification the use of monographs, digraphs and tri-graphs and the mastery of Khoekhoegowab alphabet and the required punctuation marks and colloquial language. It is noted with great worry that candidates are not taught the syllabus components on pages 11–13. It is of paramount importance that candidates are prepared on how to interpret and present ideas in the different types of essays. Candidates also make use of English and or Afrikaans words for terms and vocabulary we have in Khoekhoegowab e.g. sokkers, verhouding, ice-cream, eie, privaat, etc. Some candidates use capital letters to write the whole essay making marking difficult thus the mark of the learner would be affected. To take up space there is a tendency that candidates leave big gaps or open spaces between single words in one sentence. The use of degree of comparison is improperly attained e.g. “!khūste”, “kaiste” etc. The counting of words with pencil and writing the number of words on top of every single word counted presents an unpleasant marking atmosphere for the marking, posing confusion. Candidates should refrain from writing in pencil or changing the ink colour abruptly, as it might be construed differently by the marking team. Please ensure that we familiarise ourselves with the interpretation of the marking grids; and how to credit candidates realistically but fairly.

It is noted with great pleasure how teachers foster the teaching and learning at their respective centres. It is highly valued and appreciated how certain teachers render sacrifices and attempts to qualify our candidates to attain quality symbols.

There are a few remarks tendered to improve the aspects that are poorly attained by candidates. **Handwriting styles** are to be monitored at school to make sure that candidates generate work that could be followed by any person, please ensure that candidates' handwriting is **clear** and **legible**. Candidates should refrain from writing the clicks (!,!,#, ll) in cursive writing. There is also an improper style of writing the (i and î) they write it with a circle on top of the vowel making it look decorated. Teachers should please expose candidates to a variety of language terminologies and vocabulary to avoid candidates using foreign terms in an official examination paper. It is advisable to teach candidates on how to approach and analyse the questions in order for them to generate the appropriate interpretation. Moreover it is recommended for teachers to guide candidates how to approach questions with expressions and quotations, by presenting them with some common figurative speeches. Some candidates are writing over the margin, some are writing rather short sentences not even reaching the margin. These should be avoided at all cost, and let the candidates write reasonable length of sentences.

It would serve a proper course to give candidates the marking grids, and by so doing explain to them the requirements and expectations within every band. Make the candidates aware during school based assessment about how markers interpret the marking grids for candidates to be credited in higher bands. Teachers should identify candidates with learning difficulties and render extra support for such candidates from junior secondary phase, to avoid candidates producing work of feeble quality at this level. Please consult the examiner's reports of the previous five years to eliminate majority of the mistakes repeated almost annually.

Some candidates still answer three (3) different questions one from each category, this could be avoided if assessment at school level is based on external examination standards to help candidates cope with it in external NSSCO examination. Some candidates answer all three types in one essay; therefore teachers should assess candidates at schools and give feedback timeously. Let the candidates do more writing activities with proper feedback and correction and follow to be done. It is noted that certain centres register candidates who take Khoekhoegowab First Language for the first time only in grade 10. The curriculum makes provision for a monolingual examination (syllabus), so please contact the REXO or DNEA as early as possible for proper guidance before registration.

CONCLUSION

Let us by all means encourage the candidates not to use their respective dialects when it comes to official examination writing, and teach them the officially acknowledged Khoekhoegowab taught in schools. It is always good to make candidates aware regarding the distinction between oral and written languages in our teaching.

Ada toxoba llkhällkhāsenaona Khoekhoegowab lōga xrat 8sa xu xrat 11s kōse llgau!nâ, #aillgause: **lōmûdi, lgamlōgu, lhülōmûdi, nam#naugu, #geregu** tsîna. llKhâ da as kōse llkhällkhāsenaona !kharagagu #âibasengu tsî xoalgorade xoasa mâi-ai!â re.

Thank you dearly for all the hard work, sacrifices, direct and indirect inputs regarding the development of the language. It is a clear testimony that teachers are significant custodians in promoting and preserving the language and its progress. Jointly we will attain the assessment objectives of this particular paper. Never get tired of parting your knowledge with the candidates. It is acknowledged and noted. Thank you. Kaise kai gangans tsî lkhaehesa sîsenllaeba ûhâ re.