

GENERAL COMMENTS

- Most of the written work submitted was neatly and legibly.
- Most centers obtained average scores while some obtained slightly above average. You are applauded for that.
- Spelling still remains a major concern as candidates are still showing confusion in the spelling of certain words which if wrongly spelled means something else.
- Some candidates copied the whole text as it was, as their answer, while others wrote long paragraphs containing unnecessary information and left the correct points that they could have taken from the text.
- Most candidates adhered to instructions, but some did not, and this caused them to lose possible marks.
- The word “!nari- drive” in the main question was, misunderstood by most candidates as “!nari-thievery”.
- Some candidates wrote essays on thievery and were not awarded marks.

COMMENTS ON INDIVIDUAL QUESTIONS

This question was supposed to be written in continuous prose format.

The environment

- Most candidates did not score good marks in this part of the question, as they lifted answers directly from the text, failing to explain what they had quoted and this caused them to lose marks.

Shortage of food

- Most candidates scored good marks in these part of the question as they were able to lift correct answers from the text, but they failed to explain and motivate.

Reaction of the characters to the hardship

- Candidates found it difficult to critically describe and relate the reactions of these two characters towards the hardship that they found themselves in.

POSITIVE SUGGESTIONS TO TEACHERS

- This is a critical response question paper that focuses on assessing the critical thinking skills and analysis of text. Teachers should teach candidates to state, quote and explain.

The example below can be used as the basis of the candidates answers for this paper.

Statement: The author wants to show us the hardships experienced in the desert.

Quote: “They mixed half a cup flour with maize”

Explain: They thought of this strategy, because the next meal was not guaranteed.

- In order for the candidates to demonstrate understanding, they must not copy directly from the text – they must narrate and use third person pronoun.
- Teachers are urged to put emphasis on reading with understanding during normal classroom teaching.
- Candidates should be taught to motivate and develop their ideas in writing.

- Teachers should give candidates more exercises that require critical response, while addressing the spelling errors, punctuation and general usage of language.
- Candidates must be taught how to write different types of sentences and paragraphing.
- Teachers are urged to study the marking grid thoroughly and to explain the marking grids to the candidates when preparing them for the examination.

CONCLUSION

Finally, all teachers are commented for their hard work and dedication in ensuring that candidates were prepared for the final examination, despite the unusual circumstances of this year that affected the school calendar. The Senior Education Officers and Head of Departments at the school are hereby urged to discuss examiner's reports with the subject teachers at their schools, to ensure that the suggestions and recommendations are implemented.