

FIRST LANGUAGE OSHIKWANYAMA

6099
Paper 1

GENERAL COMMENTS

- It was clear from the candidates' responses to the question paper that reading with understanding and general interpretation of the questions is a moderate experience overall. The poor language usage and recurring spelling errors obstructed the meaning in most cases, and this was observed in all the examination centres. A very few candidates were able to display a variety of well-constructed sentences, simple to complex sentences, idiomatic expressions, some figurative language and appropriate style of writing in their responses.
- It was also evident that learners are not exposed to reading and responding to a variety of text types. Many candidates were not able to differentiate between point and paragraph formats of writing. Some candidates resorted to a friendly letter, article, and speech format for the response to a formal letter to the editor of YOU magazine.
- Teachers should put emphasis on the correct grammar usage in their lessons. This may be rectified through more language usage and writing exercises and consistency in marking and correcting learners' writing mistakes and errors. Teachers should strive to see improved skills over the year. Teachers are also encouraged to make use of Oshikwanyama's latest orthography [Oshikwanyama Orthography 3] to guide learners on correct spelling, language usage and grammar.

COMMENTS ON INDIVIDUAL QUESTIONS

Question 1

Questions (a – i) were contextual questions assessing reading and understanding. Although, generally, candidates did well in responding, it was notable that learners still do not read with understanding and rather skim for answers consequently resulting in copying texts directly containing parts of the question. This resulted in most candidates losing out on marks.

- (a) This question required candidates to give the reason why Fred woke up the narrator. Most candidates were able to respond correctly to this question. The candidates were expected to write the following to score marks; **Okwa uda eenghoshi tadi kumbu✓ /opo va ka dipaye eenghoshi✓**(Some candidates wrote both statements while others only wrote one. Some candidates answers such as: **opo va ye moukongo weenghoshi, opo a pwilikine onghoshi✗**. The candidates who answered in this manner, did not score any mark.
- (b) What was the writer's reaction when he heard the roaring of the Lion as indicated in paragraph 2? Most Candidates answered this question correctly. The following answers were accepted as correct; **ole mu etela oumbanda/ oshimbwibwili komaoko/engwangwano/ a fye ombambanghunkuta✓**(one mark for either of this answers).
- (c) Why did the writer think it was easy for him to pass through the bushes? Most candidates responded well to this question. The following answer was considered to be correct. **Oikutu oyo kwa li a djala.**
- (d) According to paragraph 4, what shows that Fred was an experienced lion hunter? Very few candidates understood this question. Most Candidates responded that; **Okwa li a fikama, ta pwilikine noukeka which is not correct. The correct answer would be that; ota dulu okukwashilipaleka oshinano nombinga oko taku dilile omiono deenghoshi, okwa li ta dulu okuyoolola ekumbo longhoshi yonghadi naai yondume.** This question required that the candidates to give two answers in order to score both marks. If the candidate wrote two answers in one line, it was considered as a single answer and not two. Also, if the candidate gave 4 answers, and the first two answers are incorrect, the last two answers would not be considered. It is suggested for the candidates not to guess for the answers, but to be certain about the answers they are providing.
- (e) Why was it difficult for him to walk towards the direction where the lion's growling could be heard? Very few candidates answered this question correctly. This question required the candidates to provide two answers in order for them to score both marks. If the candidate wrote two answers in one line, it would be considered as a single answer, but not two. Also, if the candidate wrote more than two answers, only the first two answers would be considered. The following answers were expected; **Ondjila oya li i na omamanya and Ondjila oya li ya ngolyauka noya ninga nambidaula.**

- (f) Why did Fred stand and pull the narrator's arm? Most candidates answered this question fairly well. Only a few candidates gave the following incorrect answer: **Okwa li a hala e mu ulikile kombada yomulonga**. The expected answers were; **okwa li a mona onghoshi, okwa li a hala e mu ulikile onghoshi, ile okwa li a hala a umbe onghoshi**.
- (g) Why did his first shot seemed to be easy? Most candidates answered this question fairly. Some candidates responded **ondjebo oye liumba yo vene**, which was considered to be incorrect. The expected correct answer was; **Okwa li e i wete naanaa nawa**.
- (h) What shows that the hunters were in trouble when they left the river? Most candidates were not able to answer this question correctly. Candidates mentioned that; **Ope na eenghoshi mbali dikadi da twa okamutyonghe, ova mona eenghoshi mbali de va tala**. Candidates were expected to provide two answers for them to score both marks. The expected answers were: **Eenghoshi okwa li de va tala odikilila / Ova li ve li mokaluhene pe na ouxwa ve li omalomaloma**.
- (i) Why did the narrator shout so loud before the last shot? Most candidates answered this question correctly. The following answers were expected: **Okwa li e mu damakatela kepepe/ okwa li a hala e linipe mo meenyala daFred**.
- (j) What does the author mean with the following statement "he was held with strength"? The candidates were required to understand the statement and interpret it in their own words. The simple answer was that: **ka li ta dulu okudja mo/okwa li e mu kwata a dinima/kakwa li ta dulu okwiinipa mo meenyala daFred**. Many candidates were able to answer this question correctly.
- (k) What does the author mean with the following statement "like a robot"? The candidates were required to first understand the context in which the statement is used and then interpret it in their own words. Most candidates were not able to answer the question as they misunderstood the word "robot". Most candidates referred the word "robot" as to the traffic lights. Candidates responded that; **Okwa li a fikama a yukilila/ Kali ta dulu okulinyenga**. The expected answer was: **Kakwa li ta longo nomadiladilo aye mwene/ okwe liufa komalombwelo aFred**.
- (l) What effect does the second gunshot have on the narrator? Most candidates did not answer this question correctly. Most candidates provided the incorrect answer as: **Onde shi fela okalambo/Ondi na eembado deenghoshi/ omakutwi aye okwa enda taa fituluka**. The following correct answers were expected from the candidates; **okwa li a fa e na eembado/ oshe mu fitika omatwi**.

Contextual questions usually require candidates to understand the question as well as the passage in order to, in most cases, interpret the response in their own words. Only a few candidates performed well in this question.

Question 2

This question which was also based on Passage 1 consisted of part (a) for which the candidates were required to mention points from the passage that indicated that the narrator was afraid and inexperienced in terms of lion hunting. Candidates were required to respond in a note form and there was no need to use their own words. Most candidates were able to lift correct ideas from the passage while a few just copied directly from the text. Some candidates responded in a paragraph format while others just wrote phrases. Teachers are urged to teach the differences between point form summary and paragraph from summary.

Part (b) of the question required candidates to write a summary of 100 – 150 words with the ideas written as their response in part (a) that indicated that the narrator was afraid and inexperienced in terms of lion hunting. Most candidates did not use the ideas from part (a) but rather wrote a summary of the whole passage and they missed the correct information in so doing. Most candidates copied words, phrases and sentences as they are from the text. Part (b) required candidates to write a coherent and cohesive piece. The ideas laid in most candidates' summaries were not related or linked, resulting in candidates' prose summaries to have no meaning.

Some candidates did not respond correctly to part (a) which they had to use to respond to part (b) of the question. This caused them to lose out on marks. Teachers are encouraged to verse them well with the assessment objectives of this question paper in order to prepare the learners for their final examination.

Question 3

This question was based on Passage 2 and the candidates were required to write a letter to the editor of the YOU magazine in which they explain how they used the advice from other parents (readers) as indicated in the text to change the behaviour of his/ her grandchild who is spoiled or ill-raised. Candidates were expected to use the information from the passage as a guideline in responding to this question.

This question was assessing the learners' skills of in-depth reading of the passage and the ability to write clearly, extensively and showcase appropriate language usage in their responses. This is a directed writing question and learners should be prepared at school through repeated writing activities to master the skills. Most of the candidates were unable to respond correctly to this question. Many did not have the correct format and structure of a letter to the editor while some opted for a friendly letter as their response.

It was also clear that the candidates responded to this question without understanding and even more without reading the passage for understanding. More reading of variety of texts is therefore highly recommended.

Candidates were expected to use some of the following ideas and develop them from the text:

Okulela ondebula:

- Ka li hake ya noinima ihapu [eendongelwa]
- Kaka li haka nangala pehe na okakumbafa kako
- Eshi ka fika meumbo otaka pangele nale
- Ohaka li taka tale oTV
- Omawi ile ewi loTV nali kale pombada

Omayele

- Ovakulupe inava pitika vali ounona ve va pangele
- Ovakulupe nava vyule ounona nokushiivifila oবাদali vavo
- Ounona nava ye noudanakaifo vanini osho yo oikutu, ndele haendongelwa
- Ovakulupe inava itavela keshe shimwe tava lombwelwa kovatekulu vavo
- Ovakulupe novadali nava udafane
- Ovakulupe nava ngabeke omuvalu woinima tai etelelwa kounona, nosho tuu.

CONCLUSION

Teachers are commended for their hard work and dedication in ensuring that candidates were prepared for the final examination despite the unusual circumstances of the year 2021 that affected the school calendar. The Senior Education Officers in the regions and the Heads of Departments at the schools are hereby urged to discuss this examiner's report with the subject teachers to ensure that the recommendations are implemented. Thank you!