

GENERAL COMMENTS

The standard of the candidates' work was good compared to last year. Many candidates realised that the question which came in the question paper is an essay-type of question on which they are expected to construct well-structured paragraphs. Most of the candidates acquired an understanding that, the three (3) bullet points which are given serve as guides and give the candidates ideas on what they are expected to write as they answer the question. Many candidates demonstrated a skill of reading, which was evident when candidates picked specific points from a poem. The poem was too familiar to most of them, although it was for the first time to read it. Some linkages to their experiences were observed. Some candidates demonstrated a wide range of understanding, by critically responding to a text, by picking out points from a poem and criticize. Quotations were observed. General instructions were understood too, although some candidates copied the whole poem, narrated a story similar to the poem and so on. Candidates whose work was below standard, were those who lacked knowledge about the approach to this kind of question, and failed to make use of the three given bullet points.

Moreover, there are still areas with specific problems which need to be improved. Issues like re-writing a poem or a passage needs a serious attention. Candidates need to realise that, this paper relies heavily on criticizing, which can only be done after carrying out reading skills on a passage presented. It should be understood that candidates are assessed in reading skills and so as criticizing. Another area which needs serious attention, and it is a major one, that is figuring out the author's intention in a text, as per assessment objective.

COMMENTS ON INDIVIDUAL QUESTIONS

Epuro kwa kere ngesi asi; *"Nonkedi musinke ana kuruganasa mutangi yipo a gave mbudi zouhunga kuhamena eparu lyomukurukadi?"*

Ruganasa madididliko ogo gana kukwama ko pokulimbura epuro:

- Magazadaro gendi
- Etekuro eli a gwanekere nalyo monkarapamwe
- Ukaro wendi

Sinzi sovarongwa ya va tompokere va guse yitja momutango kwankenye edidiliko. Konhi, ta ku sikura muzaro goyitja eyi ya hamenene kwankenye edidiliko eyi ngano va vhulire kuruganasa varongwa momamlimbururo gawo:

Magazadaro gendi:

- Vana vendi kuyadanena pepi noyidaneso yawo.
- Kumanguruka kuyadanena pepi nomaguru gendi.
- Kwa va rongere nondapero
- Ezogerero lyovanona membo.
- Omu ngava mu fire mbili.
- Nomu ga va here

Etekuro lyomonkarapamwe:

- Sinzi sovantu womomukunda, kapi ava mu likida ehara, ndi va mu fire mbili.
- Vana vendi va ka ligegeza konomukwarero dawo, noku ya mu tara ko si.
- Mema ntudi gokuranda
- Kwa mu tura asi age murodi.
- Kukurupa kutenga, ano kumena nomvhi kuhepa.
- Kugwanekera novawidi koyipako yendi.
- Embo lyendi kwato ogo a li tjira, ndi a li fumadeke.

Ukaro wendi

- Kugusira po ava vana mu zono.
- Kwa tjira Karunga.
- Kwato nkoko nomuntu
- Kwa hara vanona.

Many candidates managed to get information from the poem for the first bullet point, although some rewrote the verses from a poem. There are some candidates who did it well, by picking the main idea in a stanza and explain it more using their own words. They quoted main verses that dealt with a specific bullet point and explained in detail by strongly criticizing them and provided more examples, which was very good.

Some candidates identified the author's intention in the poem, and started criticizing by using the bullet points given, which was extremely good. They provided solutions on how old people should be taken care of. They blamed her children for what they did, by criticizing them on their behaviors and so as the community members. Gave advice and encouragements to those who are still living with old people, which was applauded as an appreciation to the writer's work.

However, there were still some candidates who copied verses from the poem, did not provide detailed explanations about such verses, which had no impact in their writing, lacking understanding, which was then regarded as, "copy and paste" approach, which was totally wrong. Some candidates narrated a story about a specific old woman in their village, who has gone through the same experience as the one in a poem. A marking scheme was adopted in such a way that weaker candidates must not be disadvantaged. Candidates who copied verses from a poem, but could not explain them further were also awarded good marks on a merit of exercising proper reading skill, because they managed to pick right points intended for a specific bullet point. Those who also narrated a story like the one in a poem were also awarded good marks depending on how it was written in accordance with the bullet points.

POSITIVE SUGGESTIONS TO TEACHERS

- Drill candidates more on criticizing, by giving them sufficient activities. It is high time that candidates need to know the actual meaning of the word, 'criticizing'.
- The main idea about this paper is answering a question by responding critically to a text, not to re-write a text, please!
- Candidates need to be encouraged that a passage will present something worth criticizing, so that they will have a better idea about what this paper is all about. Develop sufficient activities for them to master the assessment objectives for this paper.
- Let us teach our candidates that this question is an essay-type of question, it must not be answered in one paragraph, or note form. Candidates are expected to come up with well-structured paragraphs.
- The use of idioms, phrases and figurative languages guarantees candidates to achieve better marks.
- Drill candidates on skills to identify the author's intention in a text as they are reading it.
- The question comes with three (3) guiding points. Candidates need to know the main reasons of them appearing there. Some candidates did not make use of them. It must be understood that they are there to guide, open up their mind and direct them on how their answer must be. They are there again to help them know what to focus on in a text.
- They must write their answers in a good sequential order in accordance with the bullet points.
- Finally, their answers must be in this form; state, quote and explain.