

GENERAL COMMENTS

- Some of the candidates cope and some had problems to some of the questions that they chose.
- The overall impression with regard to the whole question paper is that the question paper was up to standard the candidates were able to answer a wide range of questions.
- A few candidates were unable to write an essay of about 350 to 500 words, as indicated on the instructions of the question paper
- Some candidates struggled with poor handwriting and lack of appropriate use of punctuation marks.

COMMENTS ON INDIVIDUAL QUESTIONS

Kukandeka/Narrative

- 1 Ñola likande komone uikutwezi boumaswe famukiti kono bufetuhile kuba lithonolo kuwena.

Candidates were expected to narrate a story at a vacation where they were treated unfairly but it turned out to be a blessing

Minority of learners opted for this topic. Few of those who answered this question followed the instructions/guiding prompts, but others were not able to follow all the instruction of the topic. They were only writing about how they felt bad, or how they were treated unfairly at a party.

- 2 Kandeka kaza musipili wahao one usika itekela ni kusaulibala, ama kuzene uboni ni kueza

Candidates were expected to narrate about an unprepared/unplanned and unforgettable trip where they had to write about what they saw and what they did in that trip.

Majority of learners chose this question. With very clear prompts, where candidates were given guidelines on what to write, many of the candidates preferred this topic. But most of them had prepared for their trip instead and failed to highlight why the trip would remain memorable for them.

Kutalusa/Descriptive

- 3 Motikala yaluna yakale-buikumuso bwalubasi. Ñola kakutalusa kaza motikala yamina yakale.

Candidates were expected to describe about their old car as a pride of the family.

A number of the candidates chose this topic. Some were able to answer this question as expected but some only ended up describing the basic use of the car and its benefits instead of the car being described as a family possession. Some even went as far as describing the family car as a community pride. For others, the car was never highlighted as old.

- 4 Uwinile N\$1 miliyoni mwakiwnano. U taluse kamone uikutwezi kasamulaho azibahazo yeo, ni maikuto alubasi lwahao house ubabulelezi.

Candidates were expected to describe how they have won N\$ 1 million from a certain competition. They also had to describe how they felt after the announcement and what was the family's reaction.

A few learners chose this question and were able to answer the question, but a few who chose this question started well off but failed to give clear details on how they got to win the N\$ 1 million. For those who could explain the details given, were not creative and candidates failed to chronologically describe the sequence of events that lead to them winning the N\$ 1 million, how they felt and how the family reacted towards them winning the N\$ 1 million.

Kukanana/Argumentative

- 5 Kana bamati bakona kulumelelwa kusebelisa milyani yeekeza kwamaat akumata? Maikuto ahaio kiasi fataba ye?

Candidates were expected to argue on whether athletes should be allowed to use stimulants to enhance their performance or not.

A few of the candidates who chose this question struggled to answer it well. The ones who answered this question

had little content on the topic. When candidates expressed their views, they had little to argue for or against. For those who argued against, the arguments used had no strong ground, some even ended up writing about traditional medicines or described the negative effects or positive effects stimulants to enhance the performance of athletes.

6 Kana ki swanelo kuli mwana abe mulikani yomutuna kumushemi wahae? Maikuto ahao ki afi?

Candidates were expected to argue for or against whether a child should be a parent's best friend. They had to give their opinion to support their stand in this matter.

A few of the candidates understood that this question was an argumentative question and could argue appropriately but others would not clearly explain why a parent and a child could not be friendly with each other. Others only highlighted the benefits of such relationships instead of arguing for or against. Others opted to argue for a different relation, e.g. instead of a friendly relationship with a parent, they chose a grandmother.

POSITIVE SUGGESTIONS TO TEACHERS

- Teachers should encourage candidates not to write words which are not found in Silozi.
- The new way of writing (orthography 3) should be taught to candidates
- Teachers should motivate candidates to use idioms instead of informal language
- The standard of handwriting must be improved
- Syllabus must be interpreted appropriately in all sections
- Teachers are encouraged to use previous question papers, when doing revisions
- Teachers are encouraged to have a positive outlook in tackling all the writing procedures and use the right marking standard and marking grid.