

FIRST LANGUAGE OSHIKWANYAMA

8191
Paper 1

GENERAL COMMENTS

It was an immense pleasure to observe good language skills and grammar usage portrayed by the candidates. There were many spelling errors which had an impact on the construed meaning. A better display of good use of the figurative language was portrayed through the sensitive and discriminating awareness of language and style by some candidates. Necessary improvement is greatly needed.

This question paper consists of three questions, of which question one is compulsory to all the candidates to answer (Question 1), while they can choose and answer one question between question two and three. Most candidates opted for question three instead of question two. Most candidates wasted so much time on analyzing language and style on question 1 a, as a result they could not finish to answer all the questions in the paper.

COMMENTS ON INDIVIDUAL QUESTIONS

Question 1

This question consists of two parts, part (a) and (b). Part (a) requires the candidates to comment on how the author uses language and style to convey his point of view while part (b) is a directed writing task which requires candidates to write a voice-over on a television program on parenting.

Most candidates responded well to part (a) of the question while some experienced difficulty in responding to part (b).

- (a) In response to this question, candidates had to display through good use of language and style, similar to that of the passage, their knowledge and understanding of the passage and the authors intentions. This was a persuasive passage which was written in an **informal, journalistic** and **relaxed mood**. The author used variety of **persuasive vocabulary**, although not strong, while also portraying his **empathy** towards the parents. He not only **persuades** the parents into having a little more faith in themselves, no matter whatever parenting techniques they may be accustomed to but also reassured them that whatever they are doing is good enough through the use of **nuances and figurative language**.

The author further uses direct quotations of the real parents' experiences to emphasize his intentions. The tone of the author is persuasive yet empathetic (kind) and also has rhetorical devices.

In order for candidates to respond excellently to this question, they should be able to identify vocabulary and phrases of persuasion and reassurance throughout the passage and connect them with the quotations that emphasize on them.

Opo ovahongwa va nyamukule mondjila vo va mone oitwa yomupondo, ova pumbwa okukufa mo elaka nomushingo wa longifwa komushangi oo tau kwatakanifa oshikalimo shokaleshwa nepulo. **Ovahongwa inava teelelwa va tofe keshe elaka li li mokaleshwa ile omushingo wa longifwa mokaleshwa ngeenge itau nyamukula epulo.** Ovahongwa vahapu ova tofa mo ashike elaka nomushingo wa longifwa, ashike inave u kwatakanifa nepulo noshikalimo shokaleshwa.

Ovahongwa ova teelelwa va kwatele mo elaka tali ulike oushili nokuitavelifa omuleshi ngaashi:

- Kape na ou ta kala omhinge nasho;
- Ohatu kendabala;
- Atushe ohatu tu kumwe nasho;
- Osha yela kutya ove ongomudali ku na fiku u ka dope, shapo ongeenge wa u mo ngomodikwa;
- Nonande ngaho, oshinima shidjuu oku shi diladila;
- Owa hala nee u tye ngeenge okaana koye ka kulu otaka ka ninga ombudi?
- Shimwe shomoinima ya fimana opo;
- Ito kala ino mona po sha tashi ku yolifa.

Ovahongwa ova teelelwa va kwatele mo elongifo lomayeletubulo/elongifo lelaka tali ngushupaleke ngaashi:

- Ohatu lihange hatu nane nonhatu, fye hatu tu omadima (omaliudo oo ihaa kala a teelelwa momudali)
- Ohatu ka xulila ashike omutengeneka nokuhelineekela oidjemo yomatokolo etu (okukala uhe na elineekelomwene)
- Omudali kuhe na vali (okukala u shi nawa oilonga aishe yomeumbo noku i tekulila nounona voye)
- Nena otai kala yaNakandjeke (aishe otai kala nawa)

In order for the candidates' response to be awarded in the top band they should be able to:

- Show **perceptive appreciation** of the content and ideas;
- **Relates content consistently** to: structure, purpose, genre and style;
- Show **excellent understanding of the nuances** of language: repetition, rhetorical devices word choices etc.
- **Clearly express the intention** of the author;
- Analyze text with **sensitive and discriminating awareness of language and style** to create effect;
- Use quotations and references **effectively and appropriately**.

Candidates should be exposed to a variety of text type; persuasive, polemic, narrative and descriptive. They should be prepared on how to analyze the text to convey the authors intentions.

- (b) This is a directed writing task. Candidates are guided to write a specific continuous writing task, basing it on the content of the passage.

A few candidates were able to write good voice-overs, however, most of them do not know what a voice-over is.

A voice-over is the audio used in an advert, news report or a documentary of which visuals are seen supported by real people showing action of whatever topic or theme is presented.

In this case the candidates should have used the persuasive language from the passage as the audio presented in a documentary for parenting with the quotations of real parent experiences could be displayed. Ovahongwa vahapu inava nyamukula nawa epulo la (b) mondjila, shaashi okwa li va teeelwa va shange ovoice-over (omuhokololi wokino) i li kombinga yomikalo dingi douteku wounona, ashike vamwe ova tapulula ashike okaleshwa, vo vakwao ova shanga omahokololo ve a eta po voovene, ehe na ekwatafano nokaleshwa.

E.g. Many parents worry about being inadequate, but this may come from their own unrealistic desire to be perfect. Let's hear from one mother who tried to be a supermom: ".....". She tried to do everything right, but in the end, as she says, she crashed. Many experts say "relax and look at the bright side" if your child is happy and functioning.

A good response should have a perceptive recognition of context, audience, form and purpose supported by a good range of appropriate vocabulary and expression suitable for the task.

Question 2

This question consists of two parts, (a) which requires the candidates to comment on how the author uses language and style to convey how impressive and mysterious the wildebeest migration seems to him while (b) is a directed writing task which requires candidates to write a magazine article entitled "The first jump".

- (a) In response to this question, candidates had to display through good use of language and style, similar to that of the passage, their knowledge and understanding of the passage and the authors intentions.

Ovahongwa okwa li va teeelwa va shange elaka nomushingo opo va holole nghene etembu leemhulu tali monika la fuula nola kumwifa omushangi. **Ovahongwa inava teeelwa va tofe keshe elaka li li mokaleshwa ile omushingo wa longifwa mokaleshwa ngeenge itau nyamukula epulo.** Ovahongwa ashike vanini va hoolola epulo eli, nova tofa mo ashike elaka nomushingo wa longifwa, ndele inave u kwatakanifa nepulo osho yo noshikalimo shokaleshwa. Vamwe ova shanga ashike tava ngongo omadiladilo omushangi, noinava longifa elaka nomushingo ngaashi va pulwa.

This was a dramatic descriptive passage with enquiry or uncertainty expressed about the causes of the events. There is a mix of short and long paragraphs to add to the drama and uncertainty displayed in the text e.g. (**why do they do it?** and **so they charge onwards**). The use of punctuations e.g. **dashes, rhetorical questions and the use of conjunctions to start a sentence**.

Ovahongwa ova teeelwa va kwatele mo elaka la longifwa opo ku hololwe etembu eli la li fuula ngaashi:

- Oinamwenyo omayovi i li momhepo yehafo i li momaufita manene ehafo tai endaaenda.
- Tava monikila nawa monghalamwenyo yavo ipe.
- Oshinima etembu, olweendo lokuya nokwaaluka.
- Tadi kondjo nomikifi, ondjala, enhota neloloko.
- Ohai kanifile eemwenyo dayo molweendo eli.
- Omaufita oinamwenyo e li meengudu omayovi nomayovi.
- Omaufita tae lidipaleke.
- Tadi liumbile momeva da lambafana da fa eedidi.

Ovahongwa ova teelega va kwatele mo elaka la longifwa opo ku hololwe etembu eli la li fuula ngaashi:

- Oda fimbula sha momhepo.
- Nomatomheno onhumba.
- Oda fikama ashike nokuya
- Noinapa ongaongwa, nonande ya taalelwa komaupyakadi oo, ohadi pula ashike komesho.
- Olweedo la nyika oupwidi.

In order for the candidates' response to be awarded in the top band they should be able to:

- Show perceptive appreciation of the content and ideas (Nava ulike eudeko lomoule kombinga yoshikalimo nomadilaadilo omushangi).
- Relates content consistently to: structure, purpose, genre and style (Nava dongokonone oshinyolwa va tala noukeka, ngehe elaka nomushingo ya nwefa mo oshikalimo).
- Show excellent understanding of the nuances of language: repetition, rhetorical devices word choices etc (Nava holole eudeko lomoule lelaka (omayooloko, nomalityo oitya, eendululo, oshingwanyu, omapulo ouletoli, ehoololo loitya noitwa vali imwe).
- Clearly express the intention of the author (Nava ulike elalakano lomushangi).
- Analyze text with sensitive and discriminating awareness of language and style to create effect (Nava konaakone noukeka opo va ulike ngehe elaka la longifwa li nwefe mo oshikalimo).
- Use quotations and references effectively and appropriately (Nava longife ombangi tava kufa mokaleshwa).

- (b) This is a directed writing task. Candidates are guided to write a specific continuous writing task, basing it on the content of the passage.

Few candidates that opted for this question were not able to produce good pieces, however the attempt was good. Below is an example of a good response to this task.

E.g. Mid-July, Tanzania: at the banks of the Grumeti river. A deafening bleating and calling fills the air, as the throngs of thousands of wildebeest mills around. They sniff the waters, then wheel away from the hungry eyes of the expectant crocodiles. They are fearful, but unable to resist the desire to cross, under the same compulsion that drove them to trek from the rolling plains of northern Tanzania. Many have died along the way, taken by predators, disease, starvation, thirst and fatigue. Why did they make such a murderous journey? No scientist can answer conclusively. And now the hardest has come – the moment when the single courageous individual makes the first jump into the river and the thousands follow.

A good response should have a **perceptive recognition of context, audience, form and purpose** supported by a **good range of appropriate vocabulary and expression** suitable for the task.

Ovahongwa okwa li va teelega va ulike eudeko lomoule kombinga yoshikalimo, elalakano, ye na kale yo e na ovaleshi komutima ta longifa ouyambitya osho yo elaka lopafano tali wapelele.

Question 3

This question consists of two parts, part (a) and (b). Part (a) requires the candidates to comment on how the author uses language and style to convey the feelings and attitude of the character, and (b) is a directed writing task to write a friendly letter to a friend, to narrate an experience when she travelled to another country to play with a different orchestra.

- (a) In response to this question, candidates had to display through good use of language and style, similar to that of the passage their knowledge and understanding of the passage and the authors intentions. (*Ovalongwa okwa li va teelega ulike ngehe omushangi a longifa elaka nomushingo opo a holole omaliudo noukwatya waye.*)

This was a narrative passage, the language is informal and there are interjections and rhetorical devices. The author uses the character to narrate her experience that brings to the forth her feelings and her character traits.

Ovahongwa ova teelega va ulike omaliudo a kwatela mo imwe yomwaai tai landula:

- Ehaluko noumbada wombaadilila;
- Ohandi kongo etwomukumo;
- Ekuululo lomedimo (okwa li a tila);
- Tai shikifa omunhu eeshashi (Tai kakamifa);
- Okwa li ndi udite nda fa nda kufwa omutengi (a pepelelwa).

Ovahongwa ova teelega va ulike oukwatya womushangi tau monikila momaliudo aye, ngaashi:

- Onda kwatwa kehaluko noumbada, hop: omumbada;
- Handi tameke olweendo lange loupongo, Hop: a pongola;
- Osha pula nge efimbo opo naame ndi limemeshe (omungwangwani, ehe wete eshi ta ningi);

Here is some of the language used by the author to convey her character traits:

- Took time to return a smile;
- Commence my first solo trip;
- Mimicking the fingers (rehearsing, she was conscientious/serious/focused).

In order for the candidates' response to be awarded in the top band they should be able to:

- Show perceptive appreciation of the content and ideas;
- Relates content consistently to: structure, purpose, genre and style;
- Show excellent understanding of the nuances of language: repetition, rhetorical devices word choices etc.
- Clearly express the intention of the author;
- Analyze text with sensitive and discriminating awareness of language and style to create effect;
- Use quotations and references effectively and appropriately.

- (b) This is a directed writing task. Candidates are guided to write the main part of a friendly letter, basing it on the content of the passage.

Most candidates opted for this question and there were some well-written pieces, while some were flat. Below is an example of a good response to this task.

Ovahongwa okwa li va teeelwa va shange oshitukulwa shenedilaadilo lombilive kombinga yolweendo olo omunyoli kwa li a kufa opo va ka imbe koshilongo shimwe. Ovahongwa vahapu ova hoolola po epulo eli, ashike inave li nyamukula mondjila, ova tapulula ashike okaleshwa. Ovahongwa opo va tulwe mokakololo kopombada, okwa li ve na okunyamukula ngaha:

Do you remember how panicky I was when I flew alone to Cincinnati? My stomach was fluttering the whole time. But on this trip I was relaxed, and my parents' smiles were sincere this time as they waved me off. The arrival was just as chaotic as the last time with people running around. I knew some of the people because we played together in Cincinnati. I smiled at them when I caught their eyes. I made music with them and I knew their talent and strength. We were going to make heavenly sounds again.

A good response should have a **perceptive recognition of context, audience, form and purpose** supported by a **good range of appropriate vocabulary and expression** suitable for the task.

POSITIVE SUGGESTIONS TO TEACHERS

The Advance Subsidiary level is offered for the first time. Although this was the first examination, candidates have put forth their average performance. We are cognizant of the difficult circumstances that surrounds us and wish to express our gratitude to all the teachers that tirelessly ensure that candidates are well prepared for the examinations. Well done!

The Senior Education Officers and Heads of Departments should ensure that the teachers are assisted in the interpretations and implementation of the suggested recommendations. Necessary workshops are further recommended to train teachers on how candidates should attempt examination questions at the required level.