

FIRST LANGUAGE OSHINDONGA

8192
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 have an impact on how the candidates construed the 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 for all the candidates to answer, 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 1a, 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 author's 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 aalongwa ya yamukule mondjila yo yam one iitsa yomupondo oya pumbwa okukutha mo elaka nomuhingo wa longitha elaka nomuhingo gwa longithwa komushangi ngoka tagu kwatakanitha oshikalimo shokaleshwa nepulo. Aalongwa inaa tegelelwa ya to the mo kehe elaka li li mokaleshwa nenge omuhingo gwa longithwa mokaleshwa nenge itagu yamukula epulo. Aalongwa oyendji oya totha mo owala nomuhingo mokaleshwa ashike itagu yamukula epulo.

Here are some words and phrases used to **persuade** the reader:

- Kapu na ngoka ta tsu ompinge nasho;
- Ohatu kambadhala;
- Atuhe otatu tsu kumwe nasho;
- Shimwe shomiinima ya simana;
- Osha yela kutya osho omukalo gwa puka;
- Otandi dhiladhila kutya ngoye omuvali ku na esiku nokandope, shila ongele wag u mo ngomondhikwa;
- Nonande ongawo, oshinima shili oshidhigu okudhiladhiladhila;
- Owa hala nee wu tye okanona koye ngele ka koko otaka ka ninga ombudhi;
- Ito kala ino mona p osha tashi ku yolitha.

Elongitho lyomayeletumbulo/ elongitho lyelaka tali ngushupaleke:

- Otatu iyadha tatu nana nondatu, tse tatu tsu omazima tu wete twa fa inaa tu tekula nawa omaluvalo getu (omaiuvo ngoka ihaga kala ga tegelelwa komuvali)
- Ohatu ka hulila ashike mokutengeneka nokwaainekela iizemo yomatokolo getu (okukala waa na einkelo mwene).

- Omuvali a dhenga mbanda (okukala wu shi nawa iilonga ayihe yomegumbo noku yi tekulila aanona yoye)
- Nena ayihe otayi kala yaNakaandjegele (ayihe otayi 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.

Aalongwa oyendji inaa yamukula nawa epulo lya (b) oshoka oya li ya tegelelwa ya shange ovoice-over (omuhokololi wokino) yi li kombinga yomikalo ddingi dhuuteku wuunona, ashike yamwe oya tapa ashike okaleshwa, yo yamwe oya shanga omahokololo ye ge eta po yoyene, gaa na ekwatathano 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) a directed writing which requires candidate 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.

Aalongwa okwa li ya tegelelwa ya nyole elaka nomuhingo opo a holole nkene etembu lyoompugulu tali monika lya fuula nolya kumitha omushangi. Aalongwa inaa tegelwa ya tothe kehe elaka li li mokaleshwa nenge omuhingo gwa longithwa mokaleshwa ngele itagu yamukula epulo. Aalongwa ashike aashona ya hogolola epulo ndika, noya totha mo ashike elaka nomuhingo gwa longithwa, ihe inaye gu kwatakanitha nepulo osho wo oshikalimo shoshileshwa. Yamwe oya shanga taa ngongo omadhilaadhilo gomushangi, ashike inaya longitha elaka nomuhingo ngaashi ya 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**.

Here is some of the language used by the author to convey how impressive the migration is;

Elaka lya longithwa opo ku hololwe nkene etumbu ndika lyi nyanyudha:

- linimwanyo omayovi ya nyanyukwa yi li momausita omanene tayi endaenda.
- Tawu monikila nawa konkalamwenyo yawo ompe.
- Oshinima etumbu, olweendo lwokuya, nokugaluka.
- Tadhi kondjo nomikithi, ondjala, enota neloloko.
- Omausita giinamwenyo ge li moongundu omayovi nomayovi.
- Omausita tagi iladhipaleke.
- Odha mbulukutile momulonga dha lambathana dha fa oondhindhi.

Here is some of the language used by the author to convey how mysterious the migration is:

Elaka lya longithwa opo ku hololwe nkene etumbu ndika lya li ekumithi

- Odha thimbile sha mombepo.
- Nomatompelo gontumba.
- Odha thikama ashike nokuya.
- No inapa ongaongwa.
- Nonande ya taalelwa komaupyakadhi, ohadhi pula owala komeho.
- Olweendo lwa nika uupwidhi.

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 (naya ulike euvoko lyomuule kombinga yoshikalimo nomadhiladhilo gomunyoli)
- Relates content consistently to: structure, purpose, genre and style (Na vongokonone oshinyolwa a tala nuukeka, nkene elaka nomuhingo ya nwetha mo oshikalimo)
- Show excellent understanding of the nuances of language: repetition, rhetorical devices word choices etc. (nava holole euveko lyomuule, omayooloko nomaityo giitya, eendululo, omapulo guuretori, ehogololo lyiitya niikwawo yilwe)
- Clearly express the intention of the author (naya ulike elalakano lyomushangi)
- Analyze text with sensitive and discriminating awareness of language and style to create effect (ya konakone nuukeka opo ya ulike nkene elaka lya nwetha mo oshikalimo)
- Use quotations and references effectively and appropriately (naa longithe omaumbangi taga zi 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. (Omulongwa okwa li a tegelelwa a ulike euveko lyomuule, kombinga yoshikalimo, elalakano, ye a kale wo e na aaleshi komutima, ta longitha uuyambiitya osho wo elaka lyopafano tali opalele.

Question 3

This question consists of two parts, (a) which required the candidates to comment on how the author uses language and style to convey the **feelings** and **attitude** of the character and (b) 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.

Aalongwa oya li ya tegelelwa ya ulike nkene omunyoli a longitha elaka nomuhingo, opo a holole omaiuvo nuukwatya we.

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.

Here is some of the language used by the author to convey her **feelings**:

Omaiuvo gomunyoli oga kwatela yimwe yomumbika tayi landula:

- Ehaluko nuumbanda wombaadhilila;
- Tandi kongo etsomukumo;
- Ekulululo lyomepunda (okwa li a tila);
- Tayi dhanitha omuntu ontumbu;
- Okwa li ndi uvite nda fa nda kuthwa omutenge (a pepelelwa)

Uukwatya womushangi otawu monikila momaiuvo ge ngaashi:

- Osha pula ndje ethimbo opo nangame ndi imemehe (omungwangwani, ke wete sho ta ningi)
- Onda tameke olweendo lwandje luupongo (a pongola)

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.

Aalongwa oya li ya tegelelwa ya nyole oshitopolwa shenedhilaadhilo lyombinga yolweendo ndoka omunyoli a li a kutha opo ya ka imbe nongundu yilwe koshilongo shilwe. Aalongwa oyendji oya hogolola epulo ndika, ashike inaye li yamukula mondjila, oya tapulula ashike okaleshwa. Omulongwa okwa li e na okuyamukula ngeyi:

E.g. 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 and although this was the first examination, candidates have put forth their best 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 prepared well 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 required level.