

FIRST LANGUAGE RUKWANGALI

8194
Paper 1

1. GENERAL COMMENTS

The performance of the candidates generally was satisfactory, despite having answered this paper for the first time. The difficulty of the questions can be described as moderate. However, questions misinterpretation was observed, indeed leaving questions unanswered were also evident during the marking session. Credit is due to all the teachers who have tried their level best to ensure that the candidates were taught in order to sit for this paper.

COMMENTS ON INDIVIDUAL QUESTIONS

1 The question consisted of two parts, (a) and (b).

- (a) The first part of this question required candidates to comment on language and style as used by the author. Basically, this question expected learners to identify the specific aspects and comment on it. However, candidates managed to identify, but did not comment on it. They were expected to explain as to why the author has used that language aspect. Those who happen to identify, provided less reasons for justification. The candidates were also expected to identify the structure and appreciate the introduction of the passage and then make the necessary conclusion.

Gamwe gomalimbururo gokuvhura kumoneka moyitjangwa.

Eraka lyokudira kudira kudivilisa.

- Kwato gokuvhura ku yipatana.
- Natuvenye kuvhura kuhetekera ko.
- Kuvhura tu kare nomalizuvhosano
- Eyi kuna kara nawa nawa nongeseso dokudira kuwapera.
- Kapi nina huguvara asi kuvhura yiku tjindire ngomuvhali., ntudi kuna ligava tupu nyamoge.
- Eyi udigu ku yi gazara.
- Kuvhura yikare nye asi nga ka kara muwidi apa nga kura (Epuro lyolitolika)
- Ngatu vhura ku gwana

Eruganeso yisewe/nomuse

- Elizuvho yikara yelihupwiro (Limwe lyomalizuvho govakurona konyima zononkambadaro da hana mutompo)
- Ose yiruwo yoyinzi kapi atu li huguvara nyamwetu (Epiro mukumo)
- Tani teka mutjima (epiro kuvhura kurugana yuma)
- Hamena mweyi yomutompo (kukara nelihuvaro)
- Vakurona kuvhura kuzumbanesa ehuguvaro lyokurugana yiruwo.
- Narunye ono hepa kukara mosiruso sokutengura monyima nokuteda (Wa ha li remenena nyamoge)
- Paruka mosuruwo sosise (tambura eyi yina ku horoka ngamoomu yina kuhoroka)

- (b) On this part the candidates were expected to write a voice over and they have to base their answer on the language and style of the original text. Some candidates misinterpreted the question whereby some ended up writing a speech, report while some resorted to narrating the story. There were also candidates who did not write anything instead leave the question blank.

2 This was an optional question consisting of two parts, (a) and (b).

- (a) This part of the question expected candidates to comment on the language and style the author used to express the wonder of wilde beest migration. The candidates were expected to identify specific language aspects as used by the author as he explains the nature of wild beest migration. Figure of speech where used in this case. The candidates have to identify it and give reasons as to what could be the reasons for using it by the author. In their writing the candidates were expected to understand the text, and thereby appreciate the intention of the author.

Yimwe yokuvhura kutuntuka moyitjangwa yovarongwa.

Mpi

- Eli kuna kara efwatururo lyositetu ediviliso, epiro kudivilisa lya divikwa kuhamena yihorokwa.
- Pwa kara emoneko lyomaruhatjango gomare naga gomasupi mokugwederera kositetu (Ngamoomu asi morwasinke ayi yi ruganenene. Eruganeso yidivisoresseso/yihangwiso/mapuro gana malimburo. Eruganeso nonkangotwikakano.

Eraka kuna kulikida sitetu somudiru.

- Siunda soyikorama kwa kere tasi pwepwezera wayi nombili.
- Elikido eparu lyepe.
- Kwa kere rugendo rorunene (nokilometa dononde.)
- Egwanekereo noyipimpo yoyinzi nzara, mauvera, enota, kumwe neroroko.
- Kufa monzira
- Mugendo gokulitwa mupopora ngwendi ezoka, yifane ngenkiti lyononyiki.
- Nomiliyuna doyikorama zimwe sikomona ntani ta di vareke nomudiru.
- Efo lyoyikorama yoyinzi.
- Etavakano mazana gahana uhagero meho.
- Etumpuko moyipimpo yimwe.
- Elipongayiko lyoutanga.
- Etunturo mukumo
- Sitangalimba sosinene metanguruko (eruto)
- Mpuru zimwe zina kumopara tazi lihumpwira.
- Elihumpwiro monomukuro ngoupuka, epundauko, ekumbo, elinunngiliro.
- Eli kuna kara ngeli dipago lyoutanga.
- Etumpuko sitangalimba lyoutanga naunye.
- Elizuvho asi koyili yokuvhura kuhoroka.
- Kukatuka tupu monzira nare
- Rugendo rwahana etedo lyenene.
- Kwato mudiviyuma gokuvhura kulimburura epuro eli lisike mo.
- Pakara marongikido gongandi.
- Matokoro gongandi, umpitisili wongandi, magwanekero gongandi nampo. Eyi simpe kapina wana wayina dimburukwa simpe.
- Kuvhura kuna kukwama tupu utovara wowayi.
- Nampoelizuvho tupu lya kara mwayo.
- Mwankenye tupu konda, morwasinke
- Morwasinke ayi gendere kuza sinene tupu tayi zi.

- (b) This question expected candidates to write the introduction parts of an article in the timely magazine, "Eruto Mukuro Lyokuhova". Some of the candidates who attempted this question did fairly good. Since this is an introductory party, therefore candidates were expected to only write the introduction. There were candidates who did quite well at this part of the question.

- 3 (a) This question consist of (a) and (b). In this question, the candidates were expected to comment on the language and style as used by the author. Quite a good number of candidates attempted to answer this question, and satisfactorily did well. The candidates where expected to identify the feature of language and style used thereby comment on it, however, some happened to identify but did not comment on it. They were expected to give an explanation in support of their choice as to why the author used it. They were also expected to show understanding of the text structure such as the introduction, content and conclusion. Here they were supposed to comment on how the author introduced the story and how the story was concluded.

Mositjangwa kwa kundindira mu moneke yimwe ngoyo.

Mpi

Esimwititi omu eraka lina kara pahasikwamo.

Kamuzumo kwayimwe na vhura murongwa kutumbura mositjangwa sendi.

(Elizuvho)

- Etukuko lyokuliharuka (Kwa kere siruwo ntani ku ka gu reta mo)
- Elizuvho ehuhwe
- Epararo ehuguvareso.
- Vakurona va divire asi age kuna tukuka.
- Egurugugo mezimo (Sidiviso selizuvho muntu utjirwe.)
- Elizuvhombili pokugwana muholi gomupe (mukuma)
- Nzugokonakoneno mazwi (Utjirwe)
- Nonyara dange kwa mengere, nepiyagano (etukuko)
- Elizuvho mukumo hena.
- Kwa ya li zuvhire uwaawa (Ukumo)
- Kwa kere mepambano (epiro kudiva yokuvhura kurugana)
- Kwa ga nanene mo meho (kwa tukukire)

Ukaro

- Ekwato siruwo moku ya menyamenya.
- Tani vareke nye rugendo ropaumwene (Eraka lyopaveta)
- Kuzeragura nonyara meguru (Eliyombereso, elituromo, elizuvhp mukumo)
- Ose kwa ya li yikire (mulyiki usimbu)
- Tatu si mana mo tu ze konzugo detu (Elizuvho mukumo)
- Tani rondo konzugo zekeguru zountane.
- Ekurunzugo lya zulire vantu (Utjirwe wovantu wovanzi)
- Tani pamperekeda nyamwange (Elipomukumo, ezuvho upenda)
- Etarururo lyepaparo Edina lyanze pomuzaro kutundilira konhi (Elizuvho lyoutjirwe woyikwamako)
- Ame kwa sikagwire yikwa musika novakwetu (elizuvhombili morwa ana tamburwa kovakwawo)

(b) Candidates answered this question very well, however, there were candidates who struggled to answer this question. The candidates were expected to write the main part of the letter, therefore the issue of writing address of this letter is not necessary. The candidates were supposed to concentrate on writing the main parts of the letter as required by the question. As such there were candidates who wrote a complete letter.

3. POSITIVE SUGGESTIONS TO TEACHERS

- The teacher should acquaint themselves with the syllabus for AS.
- The teacher should read the basic competence in the syllabus, and focus on it when teaching.
- The teacher should give activities according to the basic competencies.
- The teacher should teach their candidates how to interpret questions to avoid misinterpretation
- Teacher should read thoroughly the marking grid, and apply it at school when they teach.
- The marking grids should also be made available to the candidates for them to know what is expected of them.
- The teacher should also teach grammar extensively for the candidates to be able to identify it in any passage that come across their way.