

FIRST LANGUAGE THIMBUKUSHU

8198
Paper 1

1. GENERAL COMMENTS

The overall performance of the candidates could not rightly interpret the A questions and misinterpreted the B questions. For instance, question 1, 2, and 3 As required the candidate to comment on the language and style, thus identifying the language and style which need knowledge and understanding (the overall idea of the author or what is the author saying) and also analysis of language effects (choices of words to fulfill the purpose in a particular manner). Not just listing words, phrases and sentences without their meaning as it was done by some candidates.

And question 1, 2 and 3 B, entailed that the language and style be reused for the intended task – basing your answers closely to the original text when writing a letter, article and others. This is making that particular task sound like the original text, yet candidates placing him/herself in the position of the author or writer of that task regardless of who the writer is made out to be. It is not the task of commentary, analyzing and summarizing what the author wrote or could have written.. The strong suggestion is for this whole paper to be given attention on all questions.

2. COMMENTS ON INDIVIDUAL QUESTIONS

- 1 (a) This question, was overall not well answered by most candidates. One of the reasons was some candidates could not get the author's point of view therefore, could not determine what the author meant, resulting in them resorting to lifting words and phrases which could not be supported with absolute satisfaction as demanded. But those who got the break-through were very impressive on their overall understanding and analysis of language and style.
- (b) This question was overall misinterpreted, instead of writing the voice over script as them being the author. They reported or summarized what the author wrote in that script resulting in the loss of marks.
- 2 This question was chosen by few candidates. But from the few, it was averagely performed both on A and B question. It could be that it was seen to be difficult or unfamiliar so could not be interpreted fully compared to others. There was engagement with the content and ideas in A question without fair and clearly understanding and supported knowledge.
- 3 This question was better performed compared to 1 and 2 question, as they could be able to hint at her character and feelings as well as sense of the place (atmosphere). The down side was, it could not be well supported by some candidates who merely lifted the 'language' mostly without backing it. And also there was a sign of reporting and summarizing on the B question by some candidates.

3. POSITIVE SUGGESTIONS TO TEACHERS

- Teachers should continuously teach or prepare candidates in content, structure, form, audience, purpose, style and appreciation of what the texts are about ... on top of the ideas in the syllabus.
- Teachers should not concentrate on the grammar part but rather on the language and style (basically knowledge and understanding as well as analysis of language effect)
- Candidates should be reminded of time management to allow them to attend to all questions per time stipulated on the question paper.
- Practice speed reading.
- Candidates should still be reminded of orthography, spelling, punctuations, language and style and appropriate vocabularies for the task.
- Candidates should be reminded on neatness, legibility, numbering properly and skipping lines on each part question and or underlining after every question.
- Encourage candidates to start each part question on a new page (1 a – b pages; ... 2 a - b pages ... and question 3 a - b on its pages too).
- Address is not necessary when writing a letter as it does not form part of the assessment.