

EXAMINATIONS COUNCIL OF ESWATINI

JC

EXAMINATION REPORT

FOR

ENGLISH LANGUAGE

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JC English Language

Paper 101/01

General Comments

This component is a reading and writing examination that comprises of five exercises. The paper was able to make a clear distinction between weak, average and above average candidates. Most candidates ranged between twenty and thirty. However, there were candidates who scored as low as five marks. Very few scored above forty.

Exercise1

This is an exercise aimed at finding out if the pupils have mastered the skill of skimming and scanning. A number of candidates scored above average in this exercise.

(a) The question required candidates to state **how high Emlembe mountain peak was**. Most candidates got the answer correctly.

Expected response: 1862m.

(b) Candidates had to state **a natural beauty can be found at the edge of the town**.

Expected response: lush green hills, eucalyptus forest (any one)

(c) Candidates were expected to **give a reason why Bulembu town developed**.

Expected response: to serve the Havelock Asbestos Mine.

More than fifty percent of them were able to give the correct response, though there were those who did not get it correct as they gave their responses using small letters 'havelock asbestos mine' yet this is a proper noun and should have been punctuated as such.

(d) The question required candidates to **mention three activities meant to revive the town**.

Expected responses:

- social welfare
- the rehousing of vulnerable children in old miners' accommodation/small-scale industries
- preservation of its original 1930s structure.

A majority of the candidates were able to give the correct responses, but some could not score maximum marks because they gave the examples of small industries such as honey production spring water, which was incorrect.

(e) This question demanded that the candidates state **where the shortest hiking route ends**.

Expected response: waterfall viewpoint.

A majority of candidates were able to give correct response, although some could not get it correct since they omitted the key word 'viewpoint'.

(f) Candidates had to **mention two options available to the tourist in Bulembu**. A majority of them were able to get this one correct.

Expected responses:

- enjoy the peace
- appreciate scenic beauty
- get involved with town's projects
- visit a fascinating and well-kept mining museum

(g) Candidates had to mention **how one can contact Bulembu office online.**

Expected response: www.theingdomofeswatini.com/bulembu

Almost 50% got this one correct but many failed to write the website correctly. Others showed that they did not know what online means as they gave both the website and phone number.

Exercise 2

This exercise aimed at testing the candidates' ability to read for details and infer information from a given text.

(a) This question required candidates to **define high intensity interval training.**

Expected response: form of training consisting of short bursts of intense exercise punctuated by period of rest.

About seventy percent of candidates were able to correctly state that it is. However, some candidates failed to include 'punctuated by period of rest' which was key.

(b) The question sought candidates to state **a group of people who find this form of training a practical choice.**

Expected response: people who find it difficult to commit to long sessions.

Most candidates were able to get this one correct.

(c) The question required candidates to **mention three examples of exercises people can do in this program.**

Expected responses:

- cycling
- swimming
- biking
- hopping
- running (any three)

This was a friendly question since about ninety percent of candidates got this one correct.

(d) Candidates had to explain **how are gently walks different from interval training.**

Expected response: Interval training has a more powerful big influence on our life span than gentle walks.

About fifty percent got this one correct. Some did not show the comparison which made them to lose the mark.

(e) Candidates were required to **mention three things to consider when designing workouts in each interval.**

Expected responses:

- Duration
- Intensity
- frequency of the workout interval

This was quite easy since a majority of the candidates managed to get all the points correct. Some gave their responses in a paragraph form instead of point form making them lose marks.

(f) Candidates had to mention **two ways one can use to solve lack of time and a boring routine.**

Expected responses:

- getting up earlier
- choose exercises you are likely to enjoy.

About fifty percent of candidates were able to correctly mention the options. A challenge the candidates faced was the issue of writing both responses on the same line yet there were separate spaces given.

(g) The question required candidates to give **three benefits of high intensity interval training.**

Expected responses:

- lasts for a short period
- does not require any equipment
- increases volume of oxygen uptake
- variety of exercises can be done
- decreases risk of coronary diseases.

Most candidates managed to give the correct responses.

Exercise 3

This exercise aimed at testing the candidate's ability to follow given information and to transfer relevant information into a form.

Section A

Very few candidates scored above average. Some failed due to use of full stops and others were unable to acknowledge the instruction to use block letters and used small letters which cost them marks. Some omitted Part A of the question 'year and place of birth' they simply wrote Maseru, omitting the date.

Where they were supposed to give the name of the high school attended, they omitted High School, they simply wrote St Stephen's yet it was incomplete and vague. This section was done well by almost all candidates except for a few who did not use block letters.

Section B

Some candidates did not respond correctly to 'achievement as an actor'. The expected response was: 'nominated as outstanding newcomer for Moments role at the inaugural Royalty Soapie Awards'. Instead, they just wrote newcomer for Moments leaving out 'nominated' which was key. Furthermore, most candidates failed to pick the relevant information; they did not understand that with information transfer you pick only the relevant information required not everything e.g. in response to the item 'something you are involved in' they wrote 'business woman' instead of 'business'.

Section C

Most candidates still failed to start their sentences with 'I'. A majority of candidates failed to score full marks because they focused on only one idea instead of two ideas that were demanded by the question. They were expected to include 'I' in their sentences/answers to show they had imagined they were the person the passage referred to. Answers were expected to include:

- (i)** Auditioning for a different role
- (ii)** Landing the role of Talita Ndou

Exercise 4

This is an exercise aimed at testing candidates' ability to present given information in note form under relevant subheadings. This was another discriminating exercise. Few candidates scored where average others could not due to:

- writing sentences instead of notes
- using capital letters (sentence case)

- use of full stops
- presenting incomplete responses

Exercise 5

This is an exercise aimed at testing the ability to identify relevant points to the question and present them in continuous prose. An overwhelming majority of candidates was able to score above average in this exercise. They could easily identify the point. However, for the language section only a few could score above average. The rest had limited expression. There were those who wrote advantages and listed disadvantages under it or vice versa. They relied on lifting from the original text and failed to group and sequence ideas in their own words. Some wrote in two paragraphs instead of one.

Recommendations

Due to the foregoing discussions, it is therefore imperative that when preparing candidates for the paper, they must:

- be exposed to a lot of reading to enhance their understanding of the written work and to enrich their vocabulary.
- be given a lot of comprehension work to help them master the question analysis skill and for responding to the questions asked.
- be taught basic grammar and sentences constructions.
- be taught the skill of note making.
- be exposed to exercises designed to train them to follow instructions.

Paper 101/02**General Comment**

In 2022 there were about 19 000 candidates who sat for the English Language Paper 2, compared to the over 23 000 that wrote the same component in 2021.

Generally, the question paper was learner-friendly as most of the questions proved to be accessible to most learners. This paper consisted of three exercises to be tackled; Exercises 1 and 2 are compulsory guided exercises, while Exercise 3 is a freestyle type consisting of three topics where candidates are expected to choose one. In this paper, candidates have the liberty to showcase their creativity and competence in the English language.

Exercise 1

You and your best friend have had a misunderstanding over a minor issue, now your friend is not talking to you

Write a letter of apology to your friend after this incident.

In your letter do not forget to;

- State what caused the misunderstanding
- Express your sincere apology
- Describe how you plan to mend the strained friendship

In this exercise, candidates had to write a letter to a friend apologising for a minor issue that had caused a misunderstanding which then led to a strained relationship. This question was fairly done as most candidates were able to tackle all the bullet points which are supposed to prompt their thinking and guide their writing, although the last one was not well developed in most cases. The first prompt required candidates to state what caused the misunderstanding. Most candidates were able to give believable reasons for the root cause of the misunderstanding. Reasons varied from perceived attachments to new friends, snide comments on the other's academic performance, taking something from a friend without borrowing it, being involved in spreading gossip...to being misconstrued as showing interest in the friend's partner or even unintentionally exposing the friend's dishonesty to their parents. A few, however, digressed and explicitly described intimate encounters, stating them as reasons for the misunderstanding. With the second and third bullet points, most candidates were able to express their heartfelt apology, showing sincere remorse for causing the tension in the friendship, and they expressed commitment to working towards mending the strained friendship.

Candidates who failed to score average marks, however, were those who were unable to unpack some parts of the question which was mainly caused by a lack of understanding of the meaning of the keywords. Words such as 'strained' and 'mend', were a challenge for some such that they failed to develop the last bullet which sought to find out how they intended to mend the strained relationship. Out of carelessness, some who understood the prompt simply said "I will make it up to you" without saying what they were planning to do exactly. Some failed to show sincerity in their apology, instead, they blamed the friend for the misunderstanding, or further justified their actions and showed no remorse at all. Sometimes this would tally with the reasons they had advanced as the cause of the misunderstanding, but it exposed their lack of understanding of the question. According to the question, they were supposed to present themselves as valuing the relationship more than their opinion, therefore they were expected to unconditionally apologise.

Worth noting this year was that a number of candidates wrote addresses in their letters yet it was clearly stated in the rubric that they must not use addresses, this worked to their disadvantage as they did not have enough space to develop their ideas fully. Teachers are therefore urged to intentionally instil this

'no address' approach and explain that it is for the purposes of maximising the available space. They must tirelessly remind the learners and not just assume that they know.

Teachers are also advised to teach and expose learners to the different types of informal writing i.e. different types of friendly letters, for example; letters of advice, sympathy, apology, congratulatory letters, etc. Teachers are urged to spend time teaching learners about question analysis because their performance is mostly determined by how well they understood the requirements of the question. It is not unusual for candidates to fail to properly unpack the demands of the questions and end up scoring between 1-2 marks under content, regardless of their excellent English. Their accuracy and fluency only have value if used for the right purpose. Learners must also be taught how to develop the bullets at length because most of them just provide a line in response to a bullet or just list items without satisfactorily unpacking them. Lastly, learners must be conscientised about the importance of attempting all three bullet points as some candidates who could have easily fitted in the effective mark band end up not getting anything beyond the satisfactory descriptor.

EXERCISE 2

The question read as follows:

The National Youth Organisation is supporting a Bill of Rights for teenagers in your country. Write an article for your school magazine giving your views about the issue. Below are some are some comments by different stakeholders:

'That's a good move since young people need to be empowered.'

'No ways teenagers can't make proper decisions.'

'Wow, it would be good, they will be protected from abuse.'

'I am afraid, this will promote disrespect.'

Write an article for your school magazine giving your views about this issue.

For this question, candidates were expected to show a clear understanding of the subject of a Bill of Rights for teenagers and then take a firm stand on the matter. Speech bubbles were used to give different opinions, some representing those who are in support of the move and others representing those who want nothing to do with giving rights to teenagers. The thoughts are meant to stimulate the mind of the candidate, but they are not forced to use them in the article. Also, they are expected to prudently pick those thoughts relevant to their chosen side of the argument, instead of throwing in everything they saw on the page.

This question was poorly done as most candidates had difficulty understanding the concept of a Bill of Rights, instead, they referred to it as a bill of money owed. Others thought the youth organisation assists teenagers with some money. Some completely derailed and wrote about youth abuse. When it comes to the quality of writing, there is clear evidence that most candidates still cannot write persuasively, they regurgitated the speech bubbles without developing them, which resulted in them scoring very low marks. Those who could not take a stand just discussed the issue and their voice was missing. They were detached and only mentioned other people's opinions. As a result, they scored low marks. It was also noted that some wrote letters to the editor while others wrote a speech, which was a clear indication that sometimes learners rush into responding without carefully reading the question.

Candidates who scored good marks were those who were aware of the audience and purpose and hence used the appropriate style and register. Such candidates were able to show an in-depth understanding of a Bill of Rights; they gave appropriate background information and were quick to affirm their stand. They argued about how empowering the youth with their rights would benefit them. They explored issues of knowledge and protection for this vulnerable age group.

They provided well-thought-out and developed ideas with good examples and illustrations. They handled the issue so well and in cases where they decided to acknowledge differing opinions, they were quick to rebut and reaffirm their stand.

Another concern with candidates is their negligence which showed when they were lifting parts of the text already in the question paper, and fail to write it correctly due to spelling, punctuation, or any other grammatical error. For example, the Bill of Rights for most candidates had no capitalisation. These may look like minor errors but they are quite frustrating, and therefore teachers are urged to adhere to the conventions of writing as they teach, mark or provide feedback to learners.

Teachers are urged to teach all the required skills of persuasive writing and give adequate practice as it was evident that most of them lacked practice. It was also noted that some learners fail to make a clear distinction between argumentative writing, as they would fail to take a firm stand where they are required to express their views. A majority of the candidates sat on the fence and offered an objective discussion of the issue at hand instead of writing persuasively using the appropriate tools. Learners must be taught how to use a rebut because in some instances, you could tell as a marker that the candidate did not intentionally encroach on the other camp, they thought they were simply acknowledging other known convictions, but because they could not handle that level of writing, they ended up sounding like they were contradicting what they had already advocated for. This level of incompetence neutralised their voice. Also, the correct must be taught as learners tend to use them inappropriately.

Another seemingly tricky area is the writing of an introduction or conclusion. It seems like candidates think all paragraphs must be of significant size so that instead of just commentary on the issue plus a stand, they would get into discussing the actual reasons for or against the matter at hand. Same with the writing of a conclusion, instead of simply wrapping up what has been discussed in the essay, and reaffirming their stand, they were still introducing new points.

EXERCISE 3

1. **Write a story with these words: ‘At the end, everyone agreed that he/she was the most outstanding performer’.**

This was a narrative composition where candidates were expected to write a story about some contest where at the end the audience unanimously agree on one performance that had stood out as the best. This question was also very popular with the learners. However, there were many challenges. Some candidates failed to realise that they had to write a story where there was a competition with some performers then this particular one showed an outstanding performance. Most candidates failed to capture the key moments in the story, which would definitely include a satisfactory description of the most outstanding performance and any other details that would help create the effect needed to bring out this aspect. ‘At the end’ carried the sentiment that it was not an obvious choice from the onset. On the other hand, to say everyone agreed then means that even though it was not initially obvious, at the end all were convinced. So, before the candidate got to the announcement of the winner, they should have taken the reader through the development of the plot, stage by stage, and not just emerge with a winner whose performance had not even been described. But again, it is important at this stage to quickly add that in narrative writing it is misleading to create a template that all stories should fit in, marking narrative essays requires an open mind, and judgment is based on the style the learner chose instead of bringing expectations of a pre-conceived story.

Those who did well in this question wrote captivating stories and would freeze the key moments, letting the story unfold gradually, and bringing to life those electrifying performances with carefully crafted words. Their prowess in the use of descriptive language really made the moments enchanting. It helped that many schools do talent shows these days, so learners used those

experiences to come up with their stories. It was clear that these learners were readers and they expressed themselves with ease. Candidates who scored low marks did not quite understand the concept of performance, instead, they came up with stories centred on academic performance. They showed a lack of understanding of the question, as well as a lack of awareness of the purpose and audience. Some learners used a locally adapted meaning the word performer which is used to refer to a person who does the unthinkable to another. So outstanding performance for them was somebody who broke their heart or betrayed them.

Another recurring problem in the writing of a narrative essay was that of candidates presenting meandering plots and bringing in all sorts of irrelevant details and then towards the end of their essay, they would briefly congest what looks like a relevant answer to the question. For example, they would go as far back as the time they registered for the competition, thoroughly describe the preparations and the anxiety, and even the difficulties they encountered on their way to the venue on the day of the competition, then they would pack the rest of the relevant details in a paragraph or two. Definitely, that student would not score high no matter how proficient their writing, because of their failure to filter out irrelevant parts of the story. Now, unless the teacher is vigilant, they too can easily get carried away with the flow of the story and fail to realise that the learner has gone off the mark. The examiner then nabs such negligence, probably catching both the teacher, (who has been permissive of such) and the learner, off guard.

Teachers are advised to equip learners with the correct elements of writing a narrative essay. It was quite evident that most candidates lacked proper basic knowledge for writing a narrative composition, that purposeful selection of characters, setting and events to bring out the required theme. The sequence also should be deliberate and include a build-up to a climactic moment which must take centre stage in the narration. Then the story should taper off to a resolution. Exposing learners to these elements of story writing will help them realise that there is more to telling a story than just filling the page with words. Tenses and grammatical errors like poor sentence construction, punctuation and spelling continue to be a challenge to a majority of learners.

2. Describe your favourite electronic gadget and state how it has benefitted you.

This was a descriptive composition where candidates were supposed to identify their favourite electronic gadget and discuss how they have personally benefitted from it. Some of the candidates who chose this question failed to quite understand the meaning of an electric gadget which has the element of being small and thus portable. Instead, they mistook it for any electric appliance, and they then described various types of electric appliances such as washing machines, refrigerators, stoves and microwave ovens. Also, some of those who got it right failed to describe the device and only mentioned its benefits, yet the question was in two-fold, which lowered their marks as they failed to adequately fulfil the given task. A few were totally lost and described their favourite people. An exceptional case was when some described monetary budget. A few also wrote about the disadvantages of electrical gadgets and yet the question required them to talk about benefits only. In some cases, those who spoke about the benefits only discussed them generally, instead of sharing them as personal experiences. It was also noted that some candidates still fail to make the distinction between a narrative and a descriptive essay, hence they wrote stories about gadgets their parents bought for them as a token of appreciation for academic excellence.

Teachers are implored to expose learners to the different genres; narrative, descriptive, discursive, argumentative, and expository essays as stated in the syllabus. Again, the importance of question analysis cannot be over-emphasised.

3. Schools and communities must teach about environmental issues. Discuss.

This was the most popular choice for candidates yet most of them failed to tackle it well. Some candidates wrote about social community issues ranging from rape, poverty, and gender-based violence. It was also easy for the candidates to talk about what must be taught, that is, discussing the environmental issues, instead of saying why those issues must be taught by schools and community structures. It was also discovered that a number of candidates still battle with writing a proper discursive essay, they fail to offer an open discussion without advocating one particular side. Those who were able to score high marks were able to follow all the conventions of writing a discursive composition, such candidates were able to introduce the discussion by providing a solid background without announcing a personal stand. Their introduction would allude to the fact that different people see this matter differently, and then explore these different sides using illustrations and appropriate examples to develop the discussion. Such candidates would also show independence of thought by bringing forth some suggestions and solutions.

Teachers are once again urged to make a clear distinction between argumentative and discursive writing. As already stated, candidates must be provided with all the proper tools needed to write the different genres in the syllabus.

In extreme cases, candidates decided to write compositions based on all three topics instead of choosing one. Such candidates would write a paragraph on each topic, and the next paragraph would then be based on another question in the exercise. These were found to have been of little relevance and learners scored very little marks. In some cases, candidates simply did not attempt the questions, or just wrote a few lines and then abandoned the exercise. In other cases, those were students who had done reasonably well in the other exercises. This was quite disturbing and it led to candidates forfeiting marks they would have otherwise scored.

It is recommended that:

- Learners be cautioned on the importance of question analysis and topic selection before they attempt any question.
- Learners be empowered on grammatical rules and the mechanics of continuous writing.
- A clear distinction between persuasive writing and discursive writing be made and taught to learners.
- Teachers discourage learners from using slang and 'cell phone' language.
- Learners be guided in making proper choices for Exercise 3.
- Learners be advised not to write less than the required number of words.
- Teachers apply the standard marking guide to mark work even at school.

Paper 101/03**General Comments**

This component is aimed at testing the skill of listening for specific information with understanding. It was noted from the candidates' responses that some still need to improve this skill. It was also observed that there is a need for some candidates to improve their standard of language comprehension and usage which seems to have dropped. This was displayed through spelling errors and failure to follow the basic rules of the language like the use of capital letters for proper nouns. Some candidates would have scored good marks if they had not had challenges with correctly spelling some words. Other candidates left whole questions or part of them not answered which could have been a challenge with their listening skills which then made them to end up scoring low marks. A number of candidates failed to utilise the spaces given for the answers, they squeezed two answers in a space made for one answer.

Comments on specific questions**Exercise 1**

There were five scenarios based on short spoken texts that require short answers.

Most candidates were able to provide correct responses with some on the other hand not able to.

Question 1: What is wrong with the CD bought by Andile?

Answer: It does not play

A majority of the candidates were able to score in this question. The few who could not score gave wrong responses such as: it does not work/it will not play/it not play/the week has passed since the CD was bought.

Question 2: What is the title of the book Jane forgot at her uncle's house?

Answer: "Geography Made Easy"

Most of the candidates were able to observe the punctuation of the title of the book, this included the use of capital letters at the beginning of each word. A few candidates were not able to score since they wrote the title in small letters yet the answer was a proper noun.

Those who could not score gave answers such as textbook/John made easy/geography made easily/job for female easy/Jobe Silengiso. Other candidates changed the tense and wrote **make instead of made**.

Question 3: Why is it necessary to confirm if your child will take part in this trip?

Answer: for accommodation, for special dietary requirements , for medication

Spelling proved to be a challenge as accommodation was written as acomodation/acomodation/arcomodation/commodation. Some candidates omitted special and also gave wrong spelling for dietary by using words like dietal/direct/diectal. Others gave responses like medical/medicine. Other responses that were given among others were: if the child have medication/if the child need accommodation/educational tour/confirm with the office.

Question 4: How are tigers different from most cats?

Answer: Most cats do not like water, but tigers do.

Most candidates ignored the key part of the question, which was the comparison of tigers to other cats, thus they could not score. For an answer to score marks, it had to show a comparison between the two cat families . Others gave responses such as: they like water/tigers need fresh water/they use different sounds to communicate.

Question 5: What is the theme of the party?

Answer: blue jeans and plain white T- shirt

A majority of the candidates were able to score marks for this question. The few who could not score had a challenge with the spelling for words like jeans, plain, T-shirt.

For jeans, they gave words like geans/jins/genes. Plain was written as plane/plan/plein/playne. For T-shirt they gave words like t-shert/teashirt/teshert.

Other candidates gave a response like **white shirt** which made them not score. This exercise was fairly done.

Exercise 2

This is a gap filling exercise. Candidates were expected to listen to a presentation by Mr Smith who has studied bats' behaviour and then fill in the details.

The performance was below average. A majority of the candidates could not score because of wrong answers and misspelt words.

Item 1: Classification:

Answers: small body

Only flying mammals

Skin joins front limbs and body

For mammals, some candidates gave words like mammals/mmammals/murmals.

For limbs, they gave words like limps/lims/lips while for body, they gave words like bodies/bodily/body.

Other responses given were wings/arms/animals.

Item 2: Location:

Answers: trees, darkness

Some candidates could not score since they gave the wrong responses. Some had challenges with the spelling of the answers. For trees some wrote tress/tree/tris while for darkness they gave words like dackness/darkenens/deckness/duckness/dark places.

Item 3: Food for bats:

Answer: Bats mainly eat insects like mosquitoes, spiders and moths

Some candidates failed to score as a result of spelling challenges.

For mosquitoes they gave words like mosquetos,/mosque/mosquitores/mosquetose/moisquitors. For moths they gave words like morthes/mots/months/mouths. Other responses that were given yet could not score were ants /mood/gnants/mouse.

Item 4: Why bats like darkness:

Answers: They only fly at night because it is safe as their predators are asleep.

Most candidates could not score due to spelling challenges. Some gave words like preditors/pridators /predactors/predators. Others who could not score gave responses like cats/animals.

Exercise 3

This is another gap filling exercise where candidates were expected to listen to an interview about problems affecting teenagers and then fill in the information in the gaps.

The performance in this exercise was below average. Most candidates were disadvantaged by spelling mistakes.

Item 1: Problems faced by teenagers:

Answer: The body is physically maturing, and mental development is also high.

They are unable to cope with life stresses and eventually lack self confidence.

Those who could not score had a challenge with the spelling and gave words like meturing/matouring/muturing/murturing/matuerring/matured/machoring.

Those candidates who could not score, either had a challenge with spelling for the word confidence or omitted the word self in the answer thus making it wrong.

Those with a challenge with the spelling of confidence gave words like confidance/confidence/confidence /confidences/confident/confidence.

Item 2: Advice in having a conversation

Answer: The person must be aware of the issue and also be determined to overcome the problem.

Most candidates could not score due to spelling challenges. They gave words like dertemine/dertimined /determind/determined/dertemined.

Item 3: What to do during one's spare time:

Answer: Stop playing computer games, watching television and eat less sugar, fat and refined foods.

Most candidates could not respond well to the question; thus they could not score.

Candidates gave words like exercising/eating healthy/nutrients/breakfast/drinking water/junk/fatty/oils.

A few were able to score since they were able to give the correct answer **refined**.

Item 4: Advantages of enough sleep:

Answer: The whole body is rejuvenated to help it cope with the stresses.

The performance in this question was below average. Most candidates could not score due to spelling challenges.

Candidates gave responses like redivinated/reguvenated/rejuvianated/reduvenated. Others who failed to score gave responses like mentally and physically/mental/physical.

Exercise 4

In this exercise, candidates were expected to listen to a lecture about Pyramids of Egypt and then answer the questions.

Question 1: Who actually built the pyramids of Giza?

Answer: the Egyptians

Most candidates got the answer correct. Those who could not score failed to follow the conventions of the language. They did not start the answer with a capital letter yet the answer was a proper noun.

Those who could not score gave responses like 100 000men/Egypt/Egyptian.

Question 2: Why were the pyramids built?

Answer: As tombs for the country's pharaohs

Most candidates failed to score. They had challenges with the spelling of the word tombs. They gave words like thombs/thumbs/toomps/toombs/tumbs/tools/toons/tomps.

Others had a challenge with the spelling of pharaohs, they gave words like ferrows/farohs/pharo.

Other candidates opted for 'final resting places for royalty' which was not the correct answer but a further explanation.

Question 3: What are the two items found inside the pyramids?

Answer: food, furniture

A majority of the candidates were able to score. Those who could not score had a challenge with the spelling for the word furniture. They gave words like faniture/funiture/feniture/funiture.

Question 4: How were the pyramids protected from the robbers?

Answer: fake burial chambers were used/fake burial passages were used

Most candidates could not score as they failed to write fake as part of the answer.

Some candidates had a challenge with the spelling and gave words such as burrial / berial / briers.

For chambers, they gave words like cembers/chembers/chembas.

For passages, they gave words like passeges/passengers/paseges

Others gave wrong responses like pyramids protected robbers from prostitutes.

Question 5: Why did the Egyptians finally stop building the pyramids?

Answer: It was because of thermal movement.

Most candidates heard the answer but had a challenge with the spelling for the word thermal. Some gave words like termal / thirmal / temal / thermal/ themal / tirmal.

Exercise 5

Candidates were to listen to a talk about Mumbai and then answer the questions.

The overall performance was average. Most candidates scored between 2-4. Some scored zero (0) due to spelling errors, wrong answers and omission of key words.

Question 1: What physical feature is Mumbai known for in the world?

Answer: has one of the best natural harbours

Most candidates could not score since they gave incomplete responses, leaving out **best** in their answer.

Others could not score since they gave incorrect answers like second largest city in India / second largest city in the world / second largest population / overpopulated.

Some gave incomplete responses, omitting the key words, **best** and **natural**, thus did not score.

For harbour, they gave words like haber/harbor/habour/habur.

Question 2: What is the film and television industry called in India?

Answer: Bollywood

A majority of the candidates were able to score, however, those who could not were those who were unable to punctuate the proper noun correctly. Some had spelling challenges and wrote words like Boliwood/boolywood/holihood/bollihood/vollihood/volliwood/hollwood/hollywood/holyhood.

Question 3: Mention three poor delivery services that exist in the slums of Mumbai

Answer: water, electricity, sanitation

Most candidates were able to score but those who failed to score had spelling challenges or wrong responses.

Others came up with words like old dirty slums/old dirty buildings/old dirty weak buildings.

Some candidates had spelling challenges with the word sanitation and wrote words like sarnitation/suniation/salutation/sanetation/salitation.

Electricity was spelt as eletricity/electric/electricty/electrity/elecitrity.

Question 4: When do trains become overcrowded in Mumbai?

Answer: during peak hours

Most candidates could not score as they failed to give the correct spelling for **peak**.

Those who failed to score gave wrong words like pick/peek/pik/pic/pack/pig. Others had a challenge with the word hours and they gave words like ours/house/horse.

Question 5: Why do taxis and rickshaws use natural gas?

Answer: to cut down on pollution

Most candidates could not score as they gave wrong responses, and some had spelling challenges.

Some candidates gave responses like:

- to come down air pollution
- to cut down air pollution
- to cut down land pollution
- to cut down land population
- to cut down population
- to cut down pollination
- to cut down solutions
- to cut down permission
- to cut down trees

Conclusion

Generally, one could conclude that the candidates could have performed better since they were able to identify the answer, but they were let down by the mistakes that they committed as they presented their answers. In order for candidates to improve their performance, the following is recommended:

- More emphasis should be put on question analysis.
- Students should be taught the rules of the language and grammar since they apply fully and therefore should be adhered to.
- Students should be encouraged to be avid readers to curb the issue of spelling mistakes.
- Students should be encouraged to write legibly.
- Students should be encouraged to use pens and not pencils.

- Candidates should use the pre-test reading session effectively in order to be familiar with the context as they read through the questions.

Paper 101/04

This is a school-based component; assessed by teachers and moderated at ECESWA.

General Comments

There was a noticeable drop in performance this year as opposed to last year. There was quite a glaring number of candidates who got the minimum mark of 3 in total. This year, candidates exhibited challenges as they had little time to be exposed to this type of component. It was noted that the topics on the cards were relatable to most candidates. As much as cards were relatable to candidates, they seemed to lack the specific vocabulary to use to develop their points. Candidates were a bit ill-prepared as a result of Covid-19 and political unrests. It was noted that these candidates did not go through some practice in previous grades. They were rushed to complete the syllabus. It is suspected that because of the compressed syllabus, teachers had little time to expose candidates to all the skills required for Paper 4 as they were rushing to complete the syllabus. This may have led to them forgetting or neglecting to equip candidates with appropriate skills. In spite of this, examination was fairly conducted considering the hiccups and challenges faced this year.

The following is still noted however:

- Some examiners still do not simplify cards for candidates, leading to incompetent conversations as candidates struggle to develop or talk about topic at hand. Examiners are strictly advised and compelled to read the Teachers Notes given before conducting the exam. This will help eliminate the errors which accompany this component.
- Some examiners still fail to stick to the stipulated time for conducting the exam. Again, examiners are advised to read the Teachers Notes given.

Very good candidates performed exceedingly well, while weak ones struggled. The most popular cards were card A, C and card D (A – Electricity; C – Being Young and D – Animals). The least popular cards were card B and E, (B – Shift Learning; E – Automatic Progression). Card E, Electricity was mostly favoured by examiners though it was an uphill battle for some candidates.

Comments on Specific Aspects of the Oral Test**Part A – Welcome and Brief Explanation**

Some examiners were unable to explain that the exam has 3 stages. Handing of the card and pausing was not explained to candidates or was forgotten. Some examiners did not explain the procedure at all which shows there was no coordination in centre, especially in centres with more than one examiner. There were those examiners who did exceptionally well and went over all procedures. This is commendable.

Part B – Warm-up

This part was done exceptionally well, except for a few examiners who asked very sensitive and inappropriate questions like “One day you will die. How should we remember you?” as well as questions that were too private/personal. This resulted in candidates clamming up and not speaking at all, thus not becoming relaxed for a competent conversation. Please avoid such questions.

A few warm-ups were as long as 25 minutes with the shortest being 1 minute 02 seconds including the explanation. Examiners are again advised to read the Teachers Notes given. Other examiners used vernacular during the warm-up. Some examiners forgot to press pause before handing the card to candidates. Please be alert at all times.

Part C – Handing of Card

This part was done well. Examiners are asked to take the card from candidates after they have read it. This is to avoid shuffling noise heard in recording and also avoid having the conversation sounding like a presentation as candidates follow the bullets given and the teacher is absent from the conversation. Some examiners forgot to pause the recording and were heard telling candidates what to read from a prepared card with answers in SiSwati. Other examiners did not announce the card before pausing. Please do so.

Part D – Conversation

This is the most important part of the test as it is graded. It is however noted that most conversations were presentations without probes. Examiners are encouraged to probe candidates and not leave them to their whims. There were long gaps with no assistance in some centres, resulting to incompetent conversations and inappropriate awarding of marks.

Topic Cards

Card A – Electricity

This was one of the most popular cards given to candidates. This is because examiners assumed that most candidates will relate to the card, however, it was not so. This card was not handled well by those candidates who were given as some lacked the precise vocabulary to use and also exposure. For example, candidates said “hands with water” instead of “wet hands,” “shock you/ choke you” instead of “electrocute.” There were a few candidates who explicitly said they have no electricity at home but examiner continued to stick to bullet points given instead of simplifying bullets so candidate can have something to say.

Good candidates gave good responses which were not only appropriate but precise. They defined electricity perfectly and had proper vocabulary to use such as “short circuit”, “cables,” “live wire,” “watts” e.t.c. Weaker candidates did not have the proper jargon for the card. The last bullet on how government can ensure that every household has electricity was discriminatory for candidates. Good ones knew exactly what to say while weaker candidates could not relate at all. Some chose to keep quiet.

Card B – Shift Learning

This was a card popular with examiners but discriminatory to candidates. Examiners assumed candidates have experienced or undergone shift learning with Covid-19, yet candidates had another thought of shift learning. Candidates who did not have the privilege of doing or undergoing shift learning were greatly disadvantaged as they found it a bit of a fix for them. They lacked content and vocabulary and had no idea what shift learning is all about. Examiners thought candidates will have a lot to say as they have done it during COVID-19, but candidates did not relate.

Weak candidates defined shift learning as moving from one class to the next, that is, changing of rooms or changing of elective subjects. Good candidates understood that shift learning and rotational learning are more or less the same. They also were able to talk about the benefits or impacts of shift learning to their lives. Some talked about shift learning helping them to concentrate more in class and having close contact with the teacher without the fear of being mocked or left out; they were able to discover hidden talents and were exposed to different styles of learning such as face to face learning and online learning. Those extremely good also pointed out that shift learning was a way of preparing them for Tertiary institution.

Card C – Being Young

This is the most popular card in all five cards. It was also the most relatable card. However, it was misinterpreted by candidates as being a toddler, not being young at heart instead of basing it on themselves. Some examiners even when they could see that a candidate is stuck, did not assist by asking more simpler questions but they were either angry at candidates or simply kept quiet.

Examiners are asked to assist candidates by asking them appropriate questions; take the cue from the candidate on what to ask next.

When talking about a young person who inspires them, good candidates were able to pick a young person who inspires them plus what it is that inspires them about this young person. Weaker candidates however, talked about an elder instead of a young person or figure. Weaker candidates also misinterpreted bad behaviour for challenges. Good candidates talked of challenges as being misinterpreted most of the time. Elders do not take them seriously and they were not able to express themselves.

Card D – Animals

This card was also popular amongst candidates. It was the most selected card by examiners also. They were able to classify animals into different groups and their vocabulary was specific and perfect. They related to animals as most of them have them at home and see them on a daily basis. They talked about the usefulness of animals, their pets and how they help them cope with stress and life challenges.

However, there were those who only listed animals and could not even talk about how they benefit from the animals. They relied on the examiner for more information. Good candidates classified animals as amphibians, nocturnal, vertebrates, etc.

Card E – Automatic Progression

This card was averagely selected by examiners. Some centres did not even use this card. You are advised to use the whole range of cards. Some candidates could relate to the card as they are the class that was automatically promoted the previous year. Good candidates noted that automatic progression made them think things come easy, on a silver platter yet it is not so. For 2022 it was difficult for them as they had to sit for an exam. They also talked about it killing the spirit of competitiveness and them not taking teachers, education and schoolwork seriously. They pointed out that doing or thinking this way has not helped them at all. Weaker candidates thought automatic progression was a promotion and did not give genuine feelings when asked about them.

Problems/Challenges Encountered

Attendance Register

- ✓ Not marked
- ✓ Not signed, no date and page totals
- ✓ Learners not indicated whether absent or present for those absent. They were left blank
- ✓ Copy was submitted yet it is to remain at centre

MS1

- ✓ Not submitted
- ✓ Use of pen
- ✓ Not shading of zero for single digit numbers
- ✓ No marks written in mark column
- ✓ Not signing of examiner and counter checker space
- ✓ Crossing of the number seven (7)

- ✓ Wrong transfer of marks from summary form
- ✓ Shaded wrongly
- ✓ Adding candidates in pencil instead of using supplementary mark sheet provided
- ✓ Not understanding Missing and Absent (M/A)
- ✓ Writing exempted instead of shading A
- ✓ Using MS1 as a base when writing other things

Summary Form

- ✓ Wrong calculations
- ✓ Jumbled candidates: not arranged according to Attendance Register
- ✓ Writing absent candidates
- ✓ Failure to check if candidates are all there
- ✓ Marks not corresponding with MS1
- ✓ Transferring moderated mark

CD/Recording

- ✓ Not burning of all candidates in CD
- ✓ Not arranging candidates according to Attendance register even on CD
- ✓ Candidates not named correctly
- ✓ One long track with many candidates
- ✓ Separated tracks for warm up and conversation
- ✓ Candidates arranged in CD according to classes/streams instead of Attendance Register order.

Recommendations

- ✓ Make use of the I.C.T department in school in the burning of CD
- ✓ Cross check each official document to be submitted to ECESWA
- ✓ Make exam learner-centred as exam is for learners
- ✓ Read Teachers' Notes and follow the guidelines outlined there
- ✓ Warm up and conversation should be one (1) track to avoid burning warm up only and forgetting the conversation
- ✓ Ratio is 1:30, that is 1 teacher to 30 candidates.