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NSC 2016 CHIEF MARKER'S REPORT

SUBJECT	ISIXHOSA FAL		
PAPER	2		
DATE OF EXAMINATION:	10 NOVEMBER 2016	DURATION:	2 HOURS

SECTION 1: (General overview of Learner Performance in the question paper as a whole)

The learner performance in the question paper was generally satisfactory. It became clear that some candidates did not manage to handle the questions properly and thoroughly because some of the responses they gave were either too vague or insufficient thereby rendering them vulnerable to penalties.

The scores were evenly distributed between all the levels. It was 1% of level 7, which was very disappointing but understandable as most candidates failed to pitch to the high levels of cognitive demands in almost all the questions. 7.2 % for level 6, 19.3% for level 5, 26.4% for level 4, 21.7% for level 3, 15.6% for level 2 and 8.8% for level 1.

It was further noted with great concern that some candidates scored a zero mark for their second choice of question, this clearly shows lack of preparedness for the examination.

SECTION 2: Comment on candidates' performance in individual questions
(It is expected that a comment will be provided for each question on a separate sheet).

QUESTION 1		
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?		
Average mark from the sample of 100 :		163
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
	Novel 1 (Kusa kusihlwa – K.S. Bongela)	38.8%
This question was not too difficult but the candidates did not do very well. The highest mark from the sample of 100 was 69% and the lowest was 6%. In most cases the candidates did not comprehend the question, they just threw answers that were either irrelevant or too shallow. However, from the general performance, there are candidates who did exceptionally well in this question, scoring above 90%.		
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.		
Evidently the story-line was a big problem to candidates who did not do well in this question. Question 1.1.5. “Nika umfanekiso-ngqondweni ozotywa ligama elibhalwe ngqindilili ‘UKUNDANDA’ uze uxele ukuba uqaqambisa ntoni na.” proved to be very challenging as some candidates failed to recall and state the difference between umfanekiso-ngqondweni and umfanekiso-ntelekelelo. They further forfeited the mark allocated to the second part of the question. Mostly the 2 mark questions could not be fully answered. For Question 1.1.12. “Xela isiganeko esibonisa ukuba uMpumelelo wakha wasengxakini eBlythswood.”, most candidates kept narrating the story instead of getting to the main issue to be addressed – ukulahleka kukaMpumelelo angabikho kumandlalo wakhe. Here it was clear that the candidates lack the basic skill of reading with understanding.		
(c) Provide suggestions for improvement in relation to Teaching and Learning		
It is highly recommended that teachers should emphasise the following items while teaching the novel : * Umahluko phakathi komfanekiso-ngqondweni nomfanekiso-ntelekelelo.		
<ul style="list-style-type: none"> • Indima edlalwa ngumlinganiswa othile, for example : umlinganiswa ongumchasi, umxhasi, uvalithuba etc. This should be linked with ways to substantiate their answer. • Also, “umxholwana” as it appears in 1.2.8. “Nika umxholwana ovezwa kwesi sicutshulwa seemed to be very problematic as they tended to dwell on the novel as a whole as opposed to the activities happening in the given text. • Teaching should also emphasize the types of novels e.g. a thriller, tragedy etc. and the reasons that make such a novel different from the other (characteristics of a certain type of a novel). • Lastly, the theme of each novel should be thoroughly dealt with. 		

(d) Describe any other specific observations relating to responses of learners

It became clear that the learners who had thoroughly prepared for the examinations did well in this question because they understood what each question required. Candidates who did not perform well did not read the novel before they sat for the exam.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

It would be very much appreciated if schools could be encouraged to hold seminars / workshops to share information on how to teach Literature. This would enable circulation of information and assistance to all candidates in the Province. Documents on the presentations should be used as guides for all the learners.

QUESTION 2

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Average mark from the sample of 100 :		410
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
	Novel 2 – Umqol'uphandle MAP Ngani	40.3%

This was a well attempted question. Candidates generally performed well in this question. They seemed to have understood the questions and they stepped up to the cognitive demands of the question paper. However, a few that did not do well could not clearly interpret the questions, for example the candidate that got 6% evidently did not follow the genre.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

The candidates performance was not alarming at all. The few mistakes committed were as a result of the inability to listen to the question before answering. The tendency of retelling the story crept in at some stages but generally they all coped with this question.

(c) Provide suggestions for improvement in relation to Teaching and Learning

Just to emphasise on the points raised in dealing with Novel 1 – Kusa kusihlwa. The same items should be thoroughly dealt with.

- Isimo sentlalo ngokwexesha
- Isiganeko esiza kulandela
- Uddi lwenoveli
- Indima edlalwa ngumlinganiswa othile
- Umxholwana ngokubhekiselele kwisicatshulwa
- Umxholo ngokubhekiselele kwisicatshulwa and also the general message /theme of the novel are aspects that need to be emphasised.

(d) Describe any other specific observations relating to responses of learners

Learners should be encouraged to read with understanding. Skills to analyse Literary terms is also very crucial.

Generally where learners fall short in answering the questions, they rewrite their own – which is not what the questions demand of them.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

Analytical skills need to be emphasised. Most candidates showed an exceptional skill of handling literature, however much work still lies ahead in order to bridge capacitate the candidates who appreciate literature but lack the necessary approaches to analyse literary texts.

QUESTION 3

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Average mark from the sample of 100 :		974
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
	Drama – Ndiyekeni – D.M Jongilanga	63.2%

On average, learner performance in this question was satisfactory. There was a clear indication that the majority of learners had thoroughly prepared for the examination. In terms of content the candidates were clear and convincing. Even where they were battling to give appropriate responses, they still managed to earn points here and there. This was indeed the most popular genre for almost all the centres.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Even though this question was not poorly answered, there are areas of concern that need to be ironed out, for example; Question 3.1.1 “Xela iinkcukacha zibe mbini ezifumaneka kwizalathisi zeqonga kwesi sicutshulwa.” The candidates’s responses revealed that they had been taught about the stage direction but the problem was the way of getting the gist of the question.

(c) Provide suggestions for improvement in relation to Teaching and Learning

Nothing much can be suggested on this genre as it has proved to be most popular and well answered question.

The basic skill of teaching learners to read for pleasure cannot be over- emphasized. It is also important that teachers are provided with information pertaining to new /current trends of setting and marking question papers.

(d) Describe any other specific observations relating to responses of learners

The learners tend to retell the story instead of analysing it. Simple questions like, 3.2.1. Xela injongo kaMaziko yokundwendwela kwaMadala.” Needed a deeper response of..” uze kufuna ukuba uMadala amthethelele ukuze ibe nguye inqununu yaseNobutho” NOT the popular answer the candidates provided which is ... uze kufuna indlela yokugxothisa uLoni.

As stated before, because the stories are interesting and easy to grasp, questions demanded deeper understanding and thorough analytical skills.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

Direct communication with the teachers to get the feel of what challenges they are experiencing is very important in addressing some of these problems.

Examining bodies both at Provincial and National level should constantly update relevant stakeholders on newest trends of setting so that Districts can be empowered.

QUESTION 4

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Average mark from the sample of 100 :		541
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
	Short stories – Ndakuyicela ivuthiwe	59.4

The candidates did well in this question too, however the few that did badly in it were disadvantaged by the way marks had been allocated to a point e.g in Question 4.1.2. “Chaza ukuba simtyhila njengomlinganiswa onjani uMathidala isivakalisi esinomgca ngaphantsi”, and the expected response was ... nguzwilakhe/ umntu ongaluthathiyo uluvo lomnye umntu’. A slight mistake of saying “ njengomlinganiswa okhohlakeleyo’ cost the candidates full 2 marks. The trick in this question is that most of the questions that appeared to be ‘easy’ to the candidates were worth 2 marks – demanding thorough insight into the storyline. All in all, the questions from this genre were interesting and of commendable academic standard but the challenge is that our learners seem not to have been able to rise to the occasion at the moment – which is something that needs to be emphasised.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

As indicated above, this question was tricky, Question 4.1.7 “ Chaza indima edlalwe ngumlinganiswa onguTyhobeka kweli bali (2)”, according to the marking guideline, the response was, “Udlale indima yokuxolelanisa” which was not very much understood by most candidates. Their response was mainly “ udlale indima yobuzali”, which at face value looks and sounds correct but not really academically appropriate for this question. These are instances where 2mark (packed) question became a problem.

(c) Provide suggestions for improvement in relation to Teaching and Learning

It is highly recommended that teachers should stress the importance of :

- Umahluko phakathi komfanekiso-ngqondweni nomfanekiso-ntelekelelo. Most candidates confused the responses, e.g. In 4.1.9. “ Xela umfanekiso-ngqondweni otyhilwa libinzana elibhalwe ngqindilili (... **basothule isikhalo** balila begixa..”
They merely described what the phrase mean instead of stating the sense that the bold words appeal to – sense of hearing (umfanekiso-ngqondweni wendlebe).
- Izafobe is another area of concern even though it is clear that some of the learners did not bother to revise before the exam.

- For Question 4.2.5. “Chaza okutyhilwa kukuphinda-phindwa kombuzo othi, ‘Ngumntu onjani lo?’ kweli bali.”... it is disappointing to note that our learners are not yet at the level where they interrogate the question thoroughly but instead provide very basic, simple and shallow responses.

(d) Describe any other specific observations relating to responses of learners

Learners need to be encouraged to read a lot in order to understand the basic principles of analysing literature. Simple and basic concepts such as in Question 4.2.7. Xela isizathu esabangela ukuba uManduleli angangcwatywa ngosuku olwalumiselwe ukuba angcwatywe ngalo” required a well thought and structured answer – “ inkundla yayalela ukuba umzimba ungakhululwa”. Instead of getting to the crux of the question the candidates elaborated on the peripheral reasons for ukungabi nakumngcwaba uManduleli ngosuku ebemele ukungcwatywa ngalo. This was common across all Sections.

The last question that seemed to pose a challenge was 4.1.8. where the question asked : “Chaza ukuba singqamana njani isenzo sikaMathidala sokugxotha iintombi zakhe nesihloko sebali.”

Candidates were expected to respond in such a manner that they link and extend isenzo sikaMathidala with the action of chasing away his daughters when they fell pregnant, that is : Abafundi bekulindeleke ukuba bagxininise kwisenzo sokugxotha iintombi zakhe, bejonge ukuba eso senzo simjikele njani.

Unfortunately, most candidates only looked on only one side of the question, based their responses on the fact that Isihloko sithi ‘umntu akalahlwa kodwa yena uMathidala waye wabalahlwa abakhe abantwana. By implication this shows that they were looking at the “irony” part of it.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

Emphasis should be made on the basic analytical approach of Literary works.

- Exchange of programmes is highly recommended where neighbouring schools can organise afternoon classes to exchange their different approaches.
- This might encourage learners and stimulate positivity amongst them.

QUESTION 5

- (a) **General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

Average mark from the sample of 100 :		532
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
	Poetry – Vukani Madoda Kusile	47.5%

Quite a number of candidates chose this question as a “life-saving” strategy. This is so because the benefits of answering a poem are that it is provided and the questions dwell on everything that has been provided, unlike in other genres, where candidates ought to remember facts from within and outside the given text. This advantage was seized by many, especially learners that are good in analysing a poem, know the poetic devices. Knowing and understanding the techniques enables one to tackle any poem placed in front of them.

- (b) **Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Most errors were committed in the same approach of giving basic shallow responses instead of well thought facts.

Evidently the candidates cannot differentiate between “isingqisho” and “isingqi” which was a response to Question 5.1.12. Xela injongo yokusetyenziswa kophawu loshiyelelo lwesikhamiso kulo mbongo” and the expected response was “ ukudala isingqisho” not isingqi.

Question 5.2.1. posed a great challenge to most of the learners as they failed to stick to the features of a given poem “ Isakhiwo sangaphandle sombongo.” Only few candidates mastered this question.

5.2.8. “Siquaqambisa ntoni isenzi ‘ukumanyana’ kulo mbongo?, was attempted but with many committing the error of ignoring to zoom in the ‘verb’ part of the question meaning they were expected to stay in the same form – “Siquaqambisa ukubumbana, ukudibana....etc”

- (c) **Provide suggestions for improvement in relation to Teaching and Learning**

Poetic devices should be done over and over. Teaching students to master analytical skills and be able to read questions with understanding.

- (d) **Describe any other specific observations relating to responses of learners**

There was clear indication that generally, learners do not thoroughly look into the questions and as such fail to provide deep, well-structured and academically sufficient responses.

- (e) **Any other comments useful to teachers, subject advisors, teacher development etc.**

We need to keep the communication channels open from top to the ground. Information, advice on approaches and newest trends should be communicated.