

### NSC 2016 CHIEF MARKER'S REPORT

<b>SUBJECT</b>	ISIXHOSA HL
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<b>PAPER</b>	P3
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<b>DATE OF EXAMINATION:</b>	NOVEMBER/ DECEMBER 2016	<b>DURATION:</b>	2,5
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#### SECTION 1: (General overview of Learner Performance in the question paper as a whole)

- The question paper was very fair and considered all the cognitive levels of learners.
- The question paper was CAPS-compliant and accommodated learners from different backgrounds e.g. rural and urban areas.
- Learner performance is generally quite commendable and that is reflected by that most candidates obtained marks ranging from level 5 to level 7 resulting to the graph being skewed towards the higher level.
- Popular questions in SECTION A were as follows: 1.1, 1.2 and 1.6.
- Learners performed poorly in QUESTION 1.4, very few learners attempted QUESTION 1.7 and those who wrote it did very well.

#### 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?		
<b>Average mark from the sample of 100 :</b>		
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
A	ESSAYS	99,9
B	TRANSACTIONAL TEXTS	99.9

## QUESTION 1.1

- Learners performed well in this question and some learners narrated a story to support the topic.
- The question was well answered by majority of learners scoring between Levels 5 and 7 in the question. Mostly the majority of candidates were able to interpret the topic well. A satisfactory mind map that was written by the candidates did help to guide them into presenting a satisfactory essay. Most of them narrated the story that depicts that failure is not the end but merely a bend.

## QUESTION 1.2

- It was the most popular question written by candidates and most candidates did well in this question.
- There is a concern that some learners still do not fully comprehend the topic e.g. the topic was about education nowadays but most candidates explained education generally but some were able to interpret the topic correctly.

**Candidates demonstrated outstanding insight on importance of education nowadays.**

## QUESTION 1.3

- The question was not popular to candidates and as such less than a handful attempted it.
- Many learners failed to interpret the question correctly. They emphasised on writing about their favourite sport clubs. Some did not show transformation or changes in sport.
- It is encouraged that learners should be made aware of what is happening nationally and internationally.
- As a result of what is mentioned - above candidates performed fairly.

## QUESTION 1.4

- This was the most poorly answered question.
- Learners could not interpret the idiomatic expression.
- The candidates narrated the story to depict that the one who does bad things to others will get the similar bad things too (karma).
- As a higher order question, those who attempted it scored a cool level 6.

## QUESTION 1.5

- The topic was amongst the fairly answered topics and was well presented by candidates with few candidates missing the interpretation of the topic.
- Some candidates just wrote about the failures of the present government without referring to the instant reaction and anger of the affected communities.

## QUESTION 1.6

- Demonstrated outstanding insight on the value of technology in our present day lives and day to day activities. The insight demonstrated by candidates was an indication that they are mature and they understand how a perfect learner should be.
- This is the one of the most popular question. They performed exceptionally well in this question for it talked about what they live for nowadays.
- Candidate's responses showed love of technology whilst they also cited numerous advantages of technology in the present day era.

## QUESTION 1.7.1

- This was the least attempted question and those who answered them performed well.
- It can be noted that candidates are still not keen to attempt questions that jerk up their visual stimuli.
- Candidates do not favour these questions as they require that the candidate creates his/her own topic and these questions need higher order creative thinking.

## QUESTION 1.7.2

- They performed very well on this question and they wrote about importance of water and shortage of water.
- It can be noted that top order candidates were able to perform beyond expectations of learners at this level because they had a deep insight on the economic importance of water whilst others went on to demonstrate their engineering understanding of water.

## SECTION B

### QUESTION 2.1

- This was a very popular question that was attempted by the candidates.
- The content of the letter was well-answered and various contexts were used a very good indication for learners' creativity.
- Minor errors were experienced in the format i.e. the addresses, salutation, topic, ending, and insertion of a signature at the end.

### QUESTION 2.2

- The candidates who answered the question struggled with the format of a magazine article.
- The format of this question proved to be a challenge.
- Candidates who chose this question interpreted the concept "ngomdlalo" as either sport or drama and were not off-side
- This transactional text still needs to be unpacked by teachers to learners in schools.



### QUESTION 2.3

- It proved to be unpopular and it was poorly performed.
- It further exposed that learners were not trained on writing it.
- Only few candidates attempted this question the majority of which were evaded by format.
- Those who chose it tended to alter the format.

### QUESTION 2.4

- This was not a popular question and those who attempted it failed to stick to the format or content of the question.
- Learners tended to change it into an ordinary conversation whereupon the interviewee had not signs of expertise in the field of reference.

### QUESTION 2.5

- This was not a popular question.
- Learners who attempted it had a problem in writing a clear CV as well as the accompanying letter that talks to the CV.
- The CV was either incomplete i.e. no references indicated.

### QUESTION 2.6

- Incorrect format was used by most learners in that learners presented a normal dialogue instead presenting differing views that lead into a livened atmosphere.
- Planning was a problem and there was no indication of the setting of the scene or scenario.
- Some learners failed to write appropriate introduction and conclusion.

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

#### SECTION A

- Some learners lost marks because they did not write plan their essays.
- Candidates lost marks due to illogical development of essays and transactional writing.
- Faulty sentences and paragraphing was another cause of losing marks.
- Sticking to the content without moving away from the topic is still a challenge to some candidates.
- There is a concern that some learners still do not fully comprehend the topic e.g. the topic was about education nowadays in 1.2 but most candidates explained education generally, but some were able to interpret the topic.
- Many learners failed to interpret the question correctly in 1.3. They wrote about their favourite sport club and not on transformation or changes in sport. Learners could not interpret the idiomatic expression in QUESTION 1.4.
- There is a need of teaching idioms in schools.
- Some candidates in QUESTION 1.5 just wrote about the failures of the government without referring to the reaction and anger of the affected



communities.

- It can be noted that candidates are still not keen to attempt questions that stimulate them visually.
- Candidates do not favour QUESTION 1.7, as this question requires that the candidates create his/her own topic and this question needs higher-order thinking.
- It can be noted that candidates are still not keen to attempt questions that stimulate them visually.

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

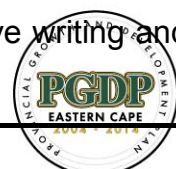
- Teachers must train / drill learners on how to introduce their chosen topics and also how to conclude them.
- Learners must be trained to choose amongst many questions and this can only happen when various questions are set for their SBA tasks either at schools or cluster levels.
- Editing skills need to be developed in schools to all learners particularly at the FET Phase.
- Learners should be effectively trained on how to plan their topics through presentation of a MIND MAP.
- Reading could assist learners in acquiring vocabulary as well as gaining confidence in language usage.
- Learners should be encouraged to participate in competitions like Spelling B and debates as well as other language related oral competitions.
- Writing skills should be treated as a daily activity.
- Creative writing is one of the neglected areas in our schools educators should be encouraged to include it in their lessons.
- It is very imperative that the learners should be thoroughly trained in essay writing and paragraph writing with emphases on the structures i.e. format.
- Grammar as part of the creative writing cannot be left out and constant feedback after marking should be done.
- Learners must be encouraged to choose topics they understand and must be trained all types of essays.
- Learners must write essays in class on weekly basis even if it is one paragraph or one page.
- Learners must be given feedback and they must do corrections.
- Rubric must be discussed with learners
- Learners must read books even the books which are not prescribed.
- Mind-map, editing, use of language, sentence construction e.g. not starting a sentence with conjunction must be taught in class.
- 1<sup>st</sup> draft should be done for teaching purposes in class and SBA only and when candidates write exams they must only write the mind map.

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

- Some learners displayed traces of being not prepared for the paper maybe because of an incorrect attitude that one does not need to study for paper 3.
- There are also traces of other languages influence in this writing as the writers are caught writing English/isiZulu words in their work, educators should come to rescue of our language.
- Learners do not read instructions and must be drilled from previous question papers.
- There are learners who cannot construct a single sentence in isiXhosa they just copy what is written in the question paper.
- Spelling remains a problem.
- Poor use of language is still a problem e.g. word division and punctuation.
- Adhering to the prescribed length of writing.
- Mistakes of concord agreement. Writing long sentences.
- Writing long error free sentences is still a challenge.

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

- Feedback by subject advisors to teachers on the performance of learners and specific areas of concern during exams could be very useful during June and September exams.
- Capacity building is needed to all our educators and this can be provided at school level by HOD's and district level by SES.
- Information sharing meetings at cluster level may be of help to the plight of improving learner's creative writing.
- Plea for every isiXhosa teacher to have a goal of improving the results of IsiXhosa. That could ensure that isiXhosa does not perish.
- Team teaching is crucial in schools in all grades starting from lower grades.
- Content gap workshops must be organised and be attended by teachers and learners.
- Idiomatic expressions must be taught and maybe competitions may be organized.
- Visits by subject advisors to coach teachers and learners on creative writing and rubric training



- Teachers involved in marking should be available for sharing skills gained in marking PAPER 3.
- Teachers should make use of CAPS document for creative writing guidelines.
- Teaching of creative writing should be crucial because PAPER 3 has more marks than the other papers.
- During team teaching specialists of PAPERS should be identified.
- When setting all papers examination guidelines must be used.
- It could help if the debates may be compulsory because learners get more polished by these competitions.

## QUESTION 2

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

<b>Average mark from the sample of 100 :</b>		
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
2.1-2.6	TRANSACTIONAL WRITTING	99,9%

## SECTION B.

### Format was a challenge for all questions in this section

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

- Errors were detected in the format i.e. the addresses, salutation, topic, ending and signature at the ending of question 2.1.
- The candidates who answered question 2.2 struggled with the format of the magazine article.
- Transactional text 2.2 still needs to be unpacked by teachers to learners.
- It was also discovered that learners were not trained on writing question 2.3.
- Only few candidates attempted question 2.3 and the majority of which were evaded by format.
- Question 2.4 was not a popular choice and those attempted it failed to stick to the format or content of the question.
- Candidates who attempted question 2.4 tended to change it into an ordinary conversation where upon the interviewee had no signs of expertise in the field of reference.
- Question 2.5 was also not a popular choice. Learners who attempted it had a challenge in writing a clear CV as well as the accompanying letter. The CV was either incomplete or not written.
- In question 2.6 incorrect format was used by most candidates. Candidates presented normal dialogue instead of presenting differing views.





- Planning was another challenge, and there was no indication of the setting of the scenario.
- Some candidates failed to write appropriate introduction and conclusion.

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

- Candidates must be reminded that only mind map must be written before question 2.
- Candidates were unable to stick to the mind map they had presented resulting in the coherence between the mind map and the content of the essay.
- Spelling, hyphenation at the end of the line, language, grammar, sentence construction and paragraphing continued to pose as a challenge thus causing learners to perform poorly.
- In addition, there were some candidates who had a serious challenge in that they had a complete inability to write a single correct sentence or they copy the question as is in an attempt to respond to the question.
- Candidates should be given question 2 with multiple choices to choose from at school level. This can assist learners to create their own topic of different transactional texts.

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

- In section B most candidates had a challenge with planning.
- Format is still a challenge in this section.

**Any other comments useful to teachers, subject advisors, teacher development etc.**

- Teachers must teach dialogue, interview and conversation concurrently. It will assist them in differentiating between these different transactional texts.

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Name & Surname of the Chief marker

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Signature

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DATE