

ASSESSMENT AND EXAMINATIONS DIRECTORATE

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NSC 2015 CHIEF MARKER'S REPORT

SUBJECT	XHOFAL
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PAPER	2
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DATE OF EXAMINATION:	NOV 2015	DURATION:	2 HOURS
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This section of the instrument is aimed at providing valuable feedback to schools, subject advisors, teachers and learners about common errors committed by candidates in the answering of questions, to assist teachers and subject advisors to identify areas that need to be given special attention in the teaching and learning of the subject in 2016.

Your responses will be based on two parts:

Section 1: General overview of Learner performance in the question paper as a whole

Section 2: Comment on candidates' performance on individual questions (Detailed explanations must be provided **per question** as follows: (You may include sub questions where necessary))

- General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
- Why the question was poorly answered?
- Provide suggestion for improvement in relation to teaching and learning
- Describe any other specific observations relating to responses of learners
- Any other comments useful to teachers, subject advisors, teacher development

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

Candidates did not perform very well in the paper as a whole. Very few learners chose question 1 while the majority chose the remainder of the questions, which is question 2, 3, 4, and 5. The performance in questions 1 and 4 was above average. Learners who chose questions 2, 3 and 5 struggled a lot and this contributed to below average performance by many learners. The performance statistics reflected an uneven performance by the learners. Three percent (48) of the learners received level one, three percent received level two, twenty one percent received level three, twenty two percent received level four, twenty five percent obtained level five, thirteen percent received level six and only two percent (35 learners) received level seven. The reasons for the not so good performance are elaborated in the next section.

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?

Very few centers answered this question and the majority did well. Most of the learners that attempted and did well in this question received seventy percent. No learners failed dismally in this question. However there were some challenges that were posed by some questions which made it difficult for some learners receiving higher marks.

QUESTION 2

This question was poorly answered. The majority of the learners who chose this question did not do well. A lot of under performance in the whole paper happened in this question. This resulted in the drop of passing rate in this paper.



QUESTION 3

A lot of struggle was noted more in this question than any other questions. Many learners chose this question and high rate of low performance was discovered. Therefore this question was not well answered.

QUESTION 4

Only five percent of the centers chose and answered this question. The majority of the learners in these centers did well and only few did not do well. Few challenges were noted and these will be tabled in the following section.

QUESTION 5

The few centers that answered this question did well. However some centers and some learners did not do well.

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

As stated before most of the learners did well in this question. The following were the challenges that were noticed in some of the learner's responses. Learners did not differentiate between the theme of the book, the message and the summary of the story. The milieu and the plot of the story were also not understood. For instance the plot structure around the toughness of the events in the story. Instead of **Ukujiya kwezinto**, learners wrote **uvuthondaba**. The types of the conflict also pose some problems. That is **impixano yangaphandle** as against **impixano yangaphakathi**. The supporting arguments showing the knowledge of the difference provided evidence of lack of understanding. Some learners struggled to understand irony as the figure of speech, this was reflected when the learners did not understand the term **Isigqebelo**. The understanding of idioms and proverbs was also lacking. For example **unyawo lemfene** was not answered properly. Seemingly terminology used was a huge problem to most of the learners. This led to misconception of the question and thus providing incorrect responses.

QUESTION 2

Most of the question in this paper focused more on the tools of analyzing. The



terminology used contributed to the struggle in learners' response. For instance the **word imiqondiso** and **uzobo ngqo, uzobo mayana** were all misconceived by most learners. Some learner's response evidently showed misinterpretation of the term **inqanaba**. For example then term **inqanaba** provided responses like **inqanaba 18** or **inqanaba 8**. The focus on tools of analyzing literature was clear when the question paper provided 18 marks about the tools of literature analysis. Therefore if the learners failed to answer correctly, eighteen marks are gone.

QUESTION 3

In this question it was observed that the most contributing factor was the high level of the use of tools of analyzing literature in this question. For example an amount of twenty six marks was allocated on the literature analysis. This then caused a very low performance in this question. The most glaring response was in question 3.1.10 where 98 percent of learners gave incorrect answers.

QUESTION 4

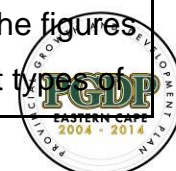
It seems there was a struggle for learners to answer **4.18** and **4.2.2** correctly. The problem revolves around the correct interpretation and understanding of Characterization, plot and milieu of the stories.

QUESTION 5

It was noted that learners did not understand the different types of poems. The same can also be said about different types of figures of speech and their use. For instance most learners failed to **5.1.11**, **5.2.3** and **5.2.6** and **5.2.7**. The reason being lack of knowledge of various figures of speech.

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

It seems like there's a struggle in the teaching of figures of speech in relation with the analysis of all genres. Therefore, it is recommended that the lessons should be designed to acquaint learners with the figures of speech. Before starting any genre, educators should first teach the learners about the importance and the role of the figures of speech in the analysis of the book. The tools used in the analysis of different types of



stories should be identified and taught in depth to the learners.

QUESTION 2

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QUESTION 4

Rote is discouraged as the learners sometimes forget the content and the tools of analysis. Teachers need to involve learners more by sometimes lead then into debating the book in class. Home works in group can also assist in the analysis of the short stories.

QUESTION 5

Teacher's focus should be on figures of speech and the tools of poetry analysis. Learner initiatives and more involvement on poetry are encouraged. Teacher centered teaching style should be mixed with more learner initiatives.



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

Lack of knowledge of literature terminology was noted. For example the term '**Imbinana emlaleleyo**' was not understood as the majority of the learners did not attempt to answer the question about '**Imbinana**' in question 1.2.3. Tools that are used to analyze different types of genres are also lacking.

QUESTION 2

Question 2.1.1 was incorrectly answered. The question asked about **izenzo ezabanga umsindo** but the learners quoted the line that included **umsindo** as their answer. The limits in answering a comprehension was also noticed. Lack of content knowledge was also discovered in this question. Once again the meaning of the phrase **imiqondiso** (symbolism) was also misunderstood. The difference between the use of the senses (**umfanekiso ngqondweni**) and imagery (**umfanekiso ntelekelelo**) seemed to be troubling a lot of learners.

QUESTION 3

The learner's response reflected ambiguity in some of the question like question 3.1.10 and also the focus on analysis tools was too for the learners. This caused the learners to narrate the story instead of giving the required answers. Once again the use of inqanaba and ukuzotywa komlinganiswa . For instance in 3.2 there is about four questions on ukuzotywa and this counts for seven marks. This then means the learners who missed these questions lost 39 percent of the question marks.

QUESTION 4

Although the majority of learners did well in this question, some learners who did do well as they did not read the questions properly. Other learner responses reflected that the learners did not prepare well for examination. Lack of content knowledge was also observed.



QUESTION 5

Learners specifically do not understand **Isingqisho**(5.2.10) , the difference between **isakhiwo sangaphandle**(internal structure) and **isakhiwo sangaphakathi** (external structure) 5.2.6. The overall knowledge of poetic analysis including message and themes were also lacking in learners responses.

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

Teachers should focus more on teaching the following: The Milieu, character portrayal, the story plot, the theme, the message and more emphasis on figures of speech. These should be taught so that the learners understand their role in the analysis of the book. It is advisable that teachers assist one another in exchanging activities and question papers. Teachers who are expert in one or two genres should assist other teachers. Workshops and clustering around the analyses of literature is suggested.

QUESTION 2

Teachers need to focus on teaching the difference between all the tools used in the analysis of literature, especially **umfanekiso ntelekelelo** and **umfanekiso ngqondweni**, **uzobo ngqo** and **uzobo mayana**. Discussions between different schools around the analysis of novels, short stories and drama should be used as a remedy to equip learners. Debates, conferences and workshops should be also encouraged.

QUESTION 3

Drilling lessons on drama literature analysis. Competitions on stage acting on drama of the prescribed set work and debates on figures of speech and on tools of literature analysis .Meetings on problems encountered by educators and learners during the year and in exams are suggested. Debating societies on literature to be established.

QUESTION 4

Cluster meetings are recommended. Debates, competitions and plays involving short



stories. Societies that focus on uplifting student in Xhosa language and writing are also recommended.

QUESTION 5

Teachers are advised to encourage learners to write poetry and practice traditional praise singing. IsiXhosa camps and visits in heritage Xhosa sights are also recommended.

NAME OF THE CHIEF MARKER:

SIGNATURE

DATE

