

ASSESSMENT AND EXAMINATIONS DIRECTORATE

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REPUBLIC OF SOUTH AFRICA, Website: www.ecdoe.gov.za

NSC 2015 CHIEF MARKER'S REPORT

SUBJECT	ISIXHOSA FIRST ADDITIONAL LANGUAGE
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PAPER	3
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DATE OF EXAMINATION:	24 NOVEMBER 2015	DURATION:	2½ 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)

Generally the learners have performed very well in all the sections of this paper. All the questions that were set were selected by the learner, that proves the fairness of the Question paper. Most learners displayed a clear understanding of the questions by giving such creative and well informed content responses.

The language used in the Question paper was very fair for FAL learners and it has helped the learners to achieve best marks. There is a higher number of Level 7's and 6's. There were only +- 3 learners who obtained between level 1 and 2. They obtained those levels because they answered only 1 question. There is always a challenge when it comes to Section B and C which is long and short transactional texts. It's either misunderstanding of questions or application of wrong formats. Although there were such challenges the learners managed to obtain good marks.

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).

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

SECTION A

QUESTION 1

Question 1 is a section composed of 8 questions with different topics. A learner is expected to select ONE topic out of those 8 questions.

All the topics were chosen by the learners and they have shown a great performance in all topics.

1.1 The topic in 1.1 (Ubulumko) was amongst the most chosen topics. The learners responded very well to it, though few could not clearly identify the meaning of the word "Ubulumko".

Their impressive creative skills helped them to score high marks.

1.2 This topic (Ndonwaba kakhulu ngaloo mini) was one of the popular topics. The learners responded excellently showing full understanding of the topic.

1.3: A high percentage of learners chose to answer this topic, 1.3 (Ubungozi



beziyobisi) and their responses were honestly straight to the point, providing a clear picture of the challenges in their daily lives. Some in their approach were able to give statistics related to the content of the topic .

1.4 Learners also performed very well in this question (Mayinxitywe okanye inganxitywa iyunifom). They displayed great creativity in their approach to the topic by giving their positive and negative supported views. They manage to address this question with the understanding of it's social implications for example, affordability and others.

1.5 This question was also among the popular topics (Amava andenza ukuba ndibe ngulo mntu ndinguye). The learners' responses reflected clear understanding of the topic.

They were able to relate the topic to their life experiences. That had helped them to develop the topic with good expertise. They performed very well in this topic as well.

1.6 In this question (Ubuhlobo benene abuphelelwa), a great number of learners responded very well. They showed clear understanding of true friendship from their own experience. They also showed a greater skill of knowing characters of false friendship

1.7: Questions 1.7.1.and 1.7.2 were selected by few learners but those who selected them demonstrated a very creative interpretation of such pictures and good application of critical and creative thinking.

SECTION B

QUESTION 2

Question 2 is a section composed of FOUR different longer transactional pieces from different categories. The learner is expected to choose ONE piece. This section was answered well by most candidates although some were still challenged by formats of some pieces.

2.1 INFORMAL LETTER

The question was clear and understandable to most learners. There were very few of them who missed the content. The problem is still with incorrect formats. Some learners seemed to have difficulty in the writing of an INFORMAL LETTER. The question was relevant as it had asked them to sympathize with a friend who failed Grade 12 and that was an advantage to them. Besides those challenges the learners performed well in this question.

2.2 OBITUARY

This question was answered very well by almost all the learners who selected it.



displayed knowledge of the format of the obituary and full understanding of the question. The challenge in this type of transactional writing, some learners write it in first person instead of the third person.

2.3 AGENDA AND MINUTES OF A MEETING

This was not a popular question but those who selected displayed a thorough knowledge of it. They did not miss the content and used a proper format. Therefore obtaining good marks.

2.4 INTERVIEW

The interview was well answered. Learners showed great creativity to this kind of transactional piece of writing. The format was not a challenge. They have displayed a very excellent way of asking interesting questions from the interviewee and also providing very good challenging answers. The question was very easy, motivational also kind of practice for them as most learners showed to have interest in pursuing their dreams of doing media studies at tertiary level.

SECTION C

QUESTION 3

This section is composed of THREE different types of questions from different categories of shorter transactional writing. The candidate is expected to choose ONE piece. All the pieces were chosen and well answered.

3.1 POSTER

The question was clear and understandable to the learners. That was proven by the content relevancy which resulted to best performance in this question. The challenge was only the format. Some used wrong poster format.

3.2 DIARY ENTRY

This was also a very clear question. The candidates who selected this piece of transactional writing understood the question very well. That was demonstrated by the content in the learner's responses. The challenge also lied with the format as some learners struggled to apply the right format.



3.3 DIRECTIONS

The learners demonstrated good knowledge of this kind of writing. They seemed to know the format and they understood the expectations of the question as well. Their performance was above standard.

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

There were no poorly answered questions.

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

The subject Advisors should monitor the teachers to teach all kinds of pieces prescribed for Paper 3. This is a paper that boosts the performance of learners. It is surprising and worrying when learners lose marks in simple questions, for example; where learners are required to write Posters, diary entries etc. Language skills such as sentence construction, vocabulary, figurative language and so on should be taught thoroughly as they play a key role in creative writing. The teachers should pay attention to the formats of different pieces. Learners should be taught to understand creative writing questions. For example, if the lesson is about the diary entry they should put emphasis to the format and also stress to the learners to always read and understand the question. When they write exams they should carefully read the instructions and adhere to the instruction of each and every question. There were a few surprises in this Examination paper. One learner wrote obituary with a funeral programme. The teachers must also teach the learners not to write the obituary in first person.

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

GENERAL OBSERVATIONS:

- Some learners do planning only for Section A.
- Some do not adhere to instruction number 6 on the question paper where they are expected to draw a line across their rough work/planning.
- There is no evidence of editing. The final work is still full of unnecessary careless mistakes like punctuation and minor spelling mistakes that contributes to unnecessary loss of marks.
- Sentence construction and paragraph development is still a major problem.



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

We strongly suggest that at the beginning of each year the Curriculum Advisors should call the teachers to a meeting, and use the expertise of those teachers who had an opportunity to mark the previous year's matric scripts and discuss the performance of the learners. They should take the short comings of the previous year's learner performance as a guideline to improve the teaching of the creative writing paper.

The teachers must give learners the rubrics of each piece of creative writing so that the learners might be aware of what is expected from them.

The teachers should also take the different kinds of paragraphs into consideration, by doing so the learners will improve their creative writing skills.

For Section C, it must be made clear to the learners that the number of prescribed words should not confuse them, 80 words is the maximum. They do not have to write up to that number of words for pieces like posters sbecause they end up missing the content and add more grammar and spelling mistakes. That affects their marks negativels.

NAME OF THE CHIEF MARKER:

SIGNATURE

DATE