

ASSESSMENT AND EXAMINATIONS DIRECTORATE

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NSC 2015 CHIEF MARKER'S REPORT

SUBJECT	ISIXHOSA HOME LANGUAGE
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PAPER	1
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DATE OF EXAMINATION:	DECEMBER 2015	DURATION:	3 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 2015.

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

QUESTION 1

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

The total mark of the question is 30 marks. Most learners did fairly well in this question. About 10% of learners obtained 100% and about 10% got below 40% in this question.

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

Question 1.1 (Comprehension passage)

1.1.2 Most learners could have obtained 2 Marks in this question but they were not credited for most of their responses because they were not quantified. The expected responses for the question (synonym of ukulangazelela) was: kukufuna into ngamandla, kukubawela/uyayirhalela/kukuyikhanuka kakhulu/kukuyinqwenela ngamandla/Kukuyinxanelwa ngamehlo abomvu. If the learner wrote ukufuna/ ukukhanuka/ ukunqwenela/ ukunxanelwa he/she was not credited and that was a loss.

1.1.4 Most learners could have scored 1 Mark in this question if responses like imfuyo/ impahla was credited instead of expecting learners to use a specific term iinkomo. According to our culture the term IINKOMO is used synonymously with IMFUYO/ IMPAHLA

1.1.6 Some learners struggled to get 2 Marks in this question. They could not do the comparison as expected due to not understanding the term BAMANDULO.

1.1.7 Most learners did not get 2 Marks in this question because they did not interpret the underlined sentence fully.

Question 1.2

Most learners did well in this subsection question.

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

Candidates should read the passage with understanding and should also read the questions thoroughly before making any attempts to answer them. The comprehension text and visual literacy should be taught together and the learners should be asked questions in the 5 Cognitive levels including questions comparing the two texts (the prose and visual literacy).

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

Some learners wrote a wrong meaning of 'ukulangazelela' in question 1.1.2 and interpreting the underlined sentence in question 1.1.7

Some learners used the term **impahla** or **imfuyo** in the place of the expected term **iinkomo**.



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

More comprehension exercises should be given to learners and the leading verbs should be used when asking questions. More essay texts should be used to train the learners instead of the narrative texts.

It is expected that teachers should include all cognitive demands when assessing learners in both informal and formal tasks as expected in the CAPS document.

Subject advisors, Subject Committee should develop a pool of Section A tasks which should be used by IsiXhosa teachers to develop their learners.

During on-site support visits Subject advisors should monitor that enough good quality comprehension tests as well as visual texts are assessed in informal tasks.

Sharing of marking experiences by 2015 markers with other IsiXhosa teachers and strategies to correct the common mistakes done by learners when answering Section A.

QUESTION 2

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

Summary writing.

Most learners performed well in this question. They managed to identify the main points in the prose for summary writing. The marks obtained range from 4 to 10 (ie 40% to 100%). About 20% of learners obtained less than 40% in this question.

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

Some learners were confused by the topic of the prose 'UKUNYANISEKA' while the gist of the prose was about (UBUXOKI), and they lost marks because their points were only based on ukunyaniseka rather than the whole prose.

Some learners quoted word for word from the text and they were awarded marks for their points but that **affected them badly on the language marks.**

Most learners did not follow the instruction of writing the summary of the text in **paragraph** form but were credited.

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

Learners to be taught summary writing skills starting from observing the topic sentence in each paragraph.

Learners should be trained to write the summary in **paragraph** form (as stated in the 2015 Examination Guidelines).



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

Some learners don't have sound knowledge of writing summary, they end up giving their opinions and advices instead of summarizing what they are given.

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

Texts for summary writing tasks to be taken from essay books like '*Amavo Amafutshane*' and others

More exercises on summary writing should be given to learners preferably fortnightly.

During on-site support visits Subject advisors must help IsiXhosa teachers who are still having a problem on teaching and marking summary writing.

QUESTION 3

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

The Advertisement.

About 80% of learners did not interpret the advert as expected as a result their performance was poor in this question.

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

The advert is not clear especially the logo and the expected response of the learners was based on linking the main illustration with the wording and the unclear logo. Learners' responses were directed to the main illustration that is about the seedling that is handed over to the young instead of investment, they failed to link the two and that was caused by the unclear logo which could have assisted them.

In Questions 3 about 70% of learners lost 07 out of 10 Marks here, due to 3.1, 3.2, 3.5, 3.6 and 3.8 questions.

About 75% of learners did not obtain 1 Mark in question 3.4 because they did not know the opposite of 'inzala' (interest).

About 65% of learners were not able to change the sentence in question 3.7 from positive to negative form.



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

Learners should be given developmental tasks based on advertisements to train them on vocabulary, sentence structures and critical language awareness.

The visual text chosen should be clear with all the relevant information.

If the whole advert was clear, most learners could have obtained 8 – 10 Marks in this question.

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

Due to the quality of the advert the learners were confused and could not associate the verbal part of the advert with the main picture.

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

Subject advisors to give more support to teachers to give more attention to teaching and assessment of adverts especially Critical Language Awareness questions.

QUESTION 4

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

The Cartoon:

About 80% of learners performed well in this question. Their marks range between 60% and 100%. That was good and there is still room for improvement in those schools that are still struggling. Never the less questions 4.4, 4.6 and 4.7 were poorly answered by most candidates.

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

Questions 4.4, 4.6 and 4.7 were vague and alternative responses of learners were not catered for and they ended up losing 2 Marks in 4.7.

Learners were confused by questions 4.2 and 4.6 because of similar expected response and they ended up losing 1 Mark as they were avoiding providing similar answers.

Question 4.5 was poorly answered even though it was a multiple choice question which shows that they lack insight in Critical Language Awareness.

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

Teachers are advised to collect as man cartoons as possible even if they are English



ones and try and translate them to IsiXhosa.

All questions based on the cartoon should be simple, direct and be scaffolded according to all cognitive demands expected in the CAPS document.

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

In question 4.7 learners' responses were based on the writing on the board instead of what is happening in the whole cartoon. This happened because of the nature of the question. Learners lost 2 Marks in this question.

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

Learners should be given more developmental tasks on cartoons. Subject advisors and the Subject Committee should organize Xhosa cartoons and develop questions based on them for their schools. Questions should cover the 5 cognitive levels specified in the CAPS document.

QUESTION 5

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

Grammar usage

Learners did not perform well in this question. About 90% of learners scored below 20%, only 20% scored above 70% in this question.

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

Learners show lack of insight in grammar. It is clear that some teachers do not teach grammar in context as expected in the CAPS document in their various schools.

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

Teachers to teach grammar thoroughly. They should ensure that they start from the parts of speech before moving to the meaning of words. They should ensure that all grammatical aspects are taught and assessed in context.

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

About 40% of learners got question 5.1 correct.

Most learners were not able to change the sentence in question 5.2 into indirect speech and they lost 2 Marks.

About 75% of learners did not obtain 2 Marks in question 5.5 where they were required to analyze the given sentence into the provided clauses.

About 77% of learners lost 1 Mark because they could give the meaning of the sentence given in question 5.6.

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

Teachers are advised to use those grammar books that were used during the Nated 550 syllabus as their references. Schools to do spelling bee competition from Grade 8 upwards. Quiz competition based on grammar to be done at School, Cluster and District levels.

NAME OF THE CHIEF MARKER:

SIGNATURE

DATE