

ASSESSMENT AND EXAMINATIONS DIRECTORATE

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NSC 2015 CHIEF MARKER'S REPORT

SUBJECT	ISIXHOSA HL
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PAPER	3
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DATE OF EXAMINATION:	NOVEMBER/DECEMBER 2015	DURATION:	2H30
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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

General overview of Learner performance in the question paper as a whole.

- The question paper was very fair and considered all the cognitive levels .
- 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 higher levels.
- Essays were well presented by most candidates and there was evidence of originality and creativity.
- The majority of candidates did mind map as an evidence of planning in both sections and that led them in scoring more marks in content.
- Learners generally performed well and obtained marks ranging between 11- 93.
- There are very few learners who have a problem in writing, this led to good performance of the learners.

SECTION A

- Popular questions in section A are as follows 1.2.Umfundi ogqibeleleyo,1.4.Kwiminyaka elishumi ezayo,1.5.Izandla ziyahlambana and 1.6.linkqubo zikaRhulumente zokuxhasa ezempilo kuluntu.
- In question 1.2 umfundi ogqibeleleyo learners were able to cite different features of a perfect learner like delegacy, respect, hard work ,cleanliness, visionary and ability to choose between right and wrong and the benefits thereof. Some candidates interpreted the adjective 'ogqibeleleyo' as a learner who has finished school
- Question 1.4.Kwiminyaka elishumi ezayo was the most popular choice in which they scored very high marks. Learners were able to show their future plans, visions, goals and dreams. They approached the topic from different angles like how they envisage themselves, their parents and even their country South Africa in ten years time. They wrote about current issues nationally and internationally, some candidates wrote about issues related to technology, political and natural occurrences. They were also able to integrate IsiXhosa with other subjects like Life orientation where they mentioned their long and short term goals.
- Question 1.5 was another popular choice. All those learners



attempted it did very well. They were able to interpret the idiomatic expression unlike the previous years. They even stated the benefits of helping each other from biblical point of view e.g if you help and show love to your neighbor you will receive some blessings.

- In question 1.6, 'linkqubo zikaRhulumente zokuxhasa ezempilo kuluntu.' learners applauded what the government has done for the people by bringing projects like vukuzenzele, nutrition programs to schools giving food packs and clothes to the poor, building hospitals and clinics in rural areas and many others. They also emphasized how fraud committed by government officials affects service delivery for example stealing money and medicines meant for hospitals..
- In Question 1.3 Izihlobo ungazikhetha kodwa hayi abazali. Many learners failed to interpret the question correctly. They focused on mentioning the different types of friends and how to make the correct choice. They missed the point of emphasizing on parents and loving them despite the parent's faults like illiteracy, poverty, unemployment, wrong behaviour and disabilities .They scored less marks in this question.
- Very few learners attempted this question 1.1 Ndayiqonda ngoko intlungu...and those who approached it by narrating a story to express the pain of being unable to write performed very well. There was a confusion in candidates of the word 'ukubhala' where some learners interpreted it as writing exams or writing an essay exceptionally well.
- Pictures are very clear and easily interpreted but there are very few learners who attempted them. It was noted that the candidates do not like the questions on visuals as they require that the candidate should create his/her own topic and these questions need creativity and critical thinking.

SECTION B

- The formal letter was the most popular choice. Learners performed well although they failed to write the proper structure and some could not even write the correct address, salutation and subject line. They could not differentiate between the first and the second address where they should mention the addressee for example 'The manager' or 'The editor'.
- The interview was another popular choice. Learner performance was average as they could not distinguish between an ordinary conversation and the interview. They failed to indicate the setting and the tendency was that it was the interviewee who posed the questions instead of the interviewer.
- The newspaper article was another popular choice and the performance was good as the learners were free to address contemporary issues in the content the format however posed a challenge. The structure was more of a formal speech than of a newspaper article for example it was not written in a column form.
- Agenda and minutes was one of the least popular choices. Those who chose this question either wrote the agenda without minutes or minutes without the agenda.
- Although this was the least popular choice learner performance was outstanding. It is evident that the learners who chose this question were those who always participate in public speaking.

SUGGESTIONS FOR IMPROVEMENT IN RELATION TO TEACHING AND LEARNING

- Proper training of learners in this paper is essential, because if they master it, it will be easy for them to get more marks.
- Teaching different types of essays is essential. Learners can be grouped and asked to write about the same topic but approach it from different types of essays. This will enhance their skill of writing.
- Planning an essay is another skill that needs to be inculcated and emphasised in the classroom. This will assist them in writing well organised and coherent



essays.

- Teachers need to encourage the reading of books and that will assist learners in acquiring more vocabulary and gain confidence in using language.
- Teachers should encourage learners to join book clubs, budding writers clubs, do book reviews, public speeches, this will also assist them to use appropriate register and tone.
- Learners should be encouraged to participate in Reading and spelling competitions, debating societies
- Schools can start drama societies to promote language development.
- Teachers need to emphasise teaching of different kinds of sentences starting from simple to complex in order to assist learners to develop the topic and the construction of a paragraphs.
- Educators have to teach all the transactional texts as prescribed by CAPS document
- Teachers should have print rich classrooms which encourage learners to read and be rich in vocabulary.
- Corner libraries should be created in all the classrooms to promote the culture of learning in learners

SPECIFIC OBSERVATION RELATING TO RESPONSES OF LEARNERS

- Starting the paragraphs in the same manner as the topic, e.g. 'kwiminyaka elishumi ezayo' and repeated in all paragraphs and most sentences, should be discouraged.
- Starting a sentence with a conjunction is grammatically incorrect for example; kodwa, kanti, njengoko, xa e.t.c and this should be corrected during class activities.
- There are also traces of the influence of other languages in this paper like English, isiZulu
- 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, punctuation and word division concords remain a challenge.



**ANY OTHER COMMENTS USEFULL TO TEACHERS ,SUBJECT
ADVISORS,TEACHER DEVELOPMENT**

- Feedback by subject advisors to teachers on the performance of learners and specific areas of concern at the beginning of the year could be very effective.
- Capacity building is need for all our educators and this can be provided at school level by HOD's and District level by Subject advisors.
- Information sharing meetings at cluster level may be of help to the plight of improving learner's creative writing.
- Advocacy for the resurrection of teacher professionalism which is about hard work, sacrifice re-nurturing and motivating without expecting any reward but knowing that one is working for a good course.
- Team teaching is crucial in schools across all grades.



Part 2

EVALUATION OF THE QUESTION PAPER AND MARKING GUIDELINE

(a) Compliance to CAPS and Examination Guidelines

- The question paper was fair and of appropriate standard for Grade 12. It is CAPS compliant, and it covered all the cognitive levels.
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(b) Cognitive skills assessed

- Was there an appropriate distribution of questions in terms of low, middle and higher order cognitive skills? If No, attach a weighting grid to show the distribution of the cognitive skills assessed.
- Were choice questions assessing similar cognitive skills?
- Section A covered all different types of essays.
- The questions are arranged from lower order to higher order level.
- All sections adhered to the examination guidelines.
- In section B the question paper complied with examination guidelines as questions were asked from different categories.

(c) Difficulty level of question paper

- In general do you think the paper was difficult, fair or easy? Please provide examples with reasons.
- Were choice questions of equal level of difficulty?
- The question paper was fair because the candidates were able to attempt almost all the questions.
- There was a variety of choice that catered for different abilities of learners.
- The questions varied from lower order to higher order.

(d) Coverage of prescribed Content and Skills

- Does the paper cover the Content and Skills as prescribed in the CAPS? If No, indicate which Content and Skills were not adequately covered.
- The question paper covers all the content and skills as prescribed in CAPS.
- All the questions are aligned to the CAPS document.

2. FAIRNESS OF QUESTIONS

- Were there any questions that were unfair? List them and substantiate why each one was unfair.

There were no unfair questions. All the questions were aligned to CAPS.

3. LANGUAGE

- Is the language used appropriate for Grade 12 learners? List questions that were linguistically complex and show how these questions can be re-phrased.

- The language used was appropriate for Grade 12 learners,

4. LENGTH OF QUESTION PAPER

- Were candidates able to complete the examination within the allocated time?

- The length of the question paper is appropriate for the time allocated to it; this is attested to by the fact that all the learners were able to attempt all the questions.

5. USE OF APPROPRIATE TEXTS

- Were the texts/contexts used appropriately? Substantiate.

- The topics used for essays were very much appropriate and relevant to both urban and rural candidates. They addressed contemporary and topical issues; as a result most candidates were able to write about them.
- The visuals used in 1.7.1, and 1.7.2 were clear and the candidates could easily relate to them.

6. MARKING GUIDELINE

- Is the mark allocation for all questions appropriate? If No, provide examples. Does the marking guideline cater for all alternative responses? If No, list all responses which were not included in the memo (indicate the question number and the response).

- The mark allocation for all the questions is appropriate. The marking guideline catered for all alternative responses for example the marking guideline caters for all possible types of essays under each question in Section A.

HEMPE ZF

NAME OF THE CHIEF MARKER:

SIGNATURE

DATE

