

### **NSC 2016 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	ISIXHOSA First Additional Language		
<b>PAPER</b>	1		
<b>DATE OF EXAMINATION:</b>	01 November 2016	<b>DURATION:</b>	2 Hours

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

The paper was user-friendly and most candidates performed very well. The Random Sampling of

100 scripts justify both the strengths and the weakness showed by the candidates. Their performance speaks volume and it ranges from level 7-1. The recorded top mark for the whole paper was 73 out of 80, and that is equivalent to 91% we therefore congratulate 2016 candidates for such progress. The lowest mark obtained was 20, that is equivalent to 25%. It was a well-planned paper. No questions has been repeated.

#### **Section A- COMPREHENSION**

The comprehension was relevant as its content was based on a popular topic - Civilization. I therefore commend the examiner for this task, indeed it was a fair and understandable passage. The majority of candidates scored good marks but few of them have failed to respond correctly and they lost marks. Cognitive levels were highly addressed correctly. All forms of assessment were properly stated and the spread of marks across the content were properly allocated.

1.1.2 Okubonwayo. Was presented in a graph form . Most candidates performed very well in this question. The more able candidates were also adequately challenged in this paper, e.g. The concept of Inkucuko is part of colloquial language – has stretched candidates..

#### **Section B SUMMARY**

This section was well answered and most candidates managed to obtained full marks. Marks obtained ranges from 10- 6 marks. This question was based on testing summarising skills. It was a clear passage, understandable with detailed main points. The content was so exciting and hold value on the good side and the bad side of television. The question bears testimony to the necessary skills that have been taught by our teachers. This question tends to be avoided but this exercise has shown its effectiveness in the paper. The candidates have acquired this necessary skill.

## Section C LAUNGUAGE USAGE

### Question 3

Candidates have managed to grasp the advertising skills. The majority responded very well and it was a straight forward task, but very few candidates did not achieve marks.

**Areas of concern** 3.4 was a challenging question yet it was so easy but candidate did not know the effectiveness of word “ Khawuleza” in the sentence. They lost 2 marks in this question.

3.7 Candidates did not obtain mark for this question they have failed to read the caption in the advert. They used general knowledge.instead of demonstrating the advertising skills.

### Question 4 Cartoon

Candidates did very well in this question.

### Question 5 Language Usage.

Candidates performed very bad in this section. Very few managed to obtain a pass. This shows that candidates didn't prepare or learn for this 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.

Average mark from the sample of 100 :		
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
	Comprehension = 30Marks.	63. 13

It was a well answered question, but there were questions where candidates did not give the correct answer.

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

The questions where candidates struggled were:

1. 1.6 Siphuhlisa ntoni isihlanganisi u 'ngenxa? this type of a question has been the trend for the past years but learners have failed to respond correctly.
2. 1.1.9 Chonga igama elithetha ukuba ingqondo ihamba ngokukhawuleza. Candidates lost the mark because they did not select the correct word 'Egagaza'.
3. 1.1.11 Luluvo / Yinyani ukuba impucuko isahambela phambili? Candidates failed to differentiate between the opinion and the fact. They lost 2 marks.
4. 1.1.16 Bonisa ukuchaneka kwegama inkuncuko.... This assessment was in a higher order question, very few candidates responded well and the rest lost 2 marks.

<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Candidates should be discouraged from using their general knowledge when responding and must demonstrate their comprehension skills. Educators are urged to set aside enough time for comprehension exercise and also put an emphasis to the instructive word.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Candidates have struggled to choose from the multiple choice question 1.1.15 and the memorandum states very closely related answers. Candidates were confused as they were closely related. Some weaker candidates completely missed out Question 1.2.1 Chaza ukuba ingantoni le grafu? Candidates responses was 'Abantu abasevenkileni only, missing out the "inani labantu nexesha. They only gave one aspect and they ignored other aspects and they lost 2marks.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Analysing a picture / Viewing pictures skills must be taught. Register ( appropriate use of language )

QUESTION 2

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

Average mark from the sample of 100 :		
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
	Summary	90. %

The question was well answered and most candidates obtained full marks. This question bears a testimony to the necessary skills that have been taught at schools.

Recommendation: Teachers should constantly train learners oh how to summarise and how to identify the main points so that candidates can master this task by getting full marks.

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

This question was not poorly answered. The Random Sampling analysis shows the good result on this exercise and the average bears the testimony that candidates managed to attend this question.

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

Learners must be taught to focus on the whole question paper and pay attention to specific words that needs attention. E.g. Section A Question -1 Siphuhlisa ntoni isihlanganisi u ‘ngenxa’ esibhalwe ngqindilili kulo mhlathi. Candidates simply ignore the instruction and responded vaguely and gave incorrect answer. They lost mark.

Revise visual literacy and remind learners to look at all details in an advertisement.

Learners must be exposed to the various advertising techniques which are presented on

the paper and must be able to grab the attention of the target audience.  
 Picture – must be visible structured and friendly.  
 Linguistic techniques – such as Slogans, Emotive language Opinion stated as facts, Abbreviations Idioms etc.

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

Candidates have managed to summarise the passage but they were unable to use their own words, as a result they were not awarded marks for the language.

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

Teachers must teach learners to read and to follow all instructions precisely.  
 The use of full sentence when answering and to start a sentence with a capital letter is of great importance.

Be mindful of the key words such as “ Caphula, chonga, chaza “

The concept of diction must be taught as it is tested in Paper -1 and Paper -2

**QUESTION 3**

**(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
	Advert.	83.2%

A very varied mix of results with strong candidates, marks ranging from 8-10 and weaker candidates scoring from 3- 5. Candidates managed to grasp the advertising skills. They responded very well 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.**

3.4 Candidates were not specific enough to give the effectiveness of the word ‘Khawuleza’ they lost 2marks

3.7 Candidates did not do well in this question as they failed to give the correct answer about the target group, as it was highlighted in the advert and they lost 2 marks.

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

Teachers must teach visual literacy, advert, and remind learners to pay attention to the picture/ focus to all the details in the picture / advert.

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

3.3.This question was generally well answered. Most candidates managed to identify the slogan.

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

Diction (persuasive appeal) Why would the consumer want to buy this product? Bio – Strath Register.

#### QUESTION 4

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

Average mark from the sample of 100 :		
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
	Cartoon	71.3%

Candidates performed very well and they obtained full marks 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.

Poorly answered question was 4.4 Candidates failed to give the function of the word used in the caption ('M-m') and they lost a mark.

4.7 Candidates failed and were not specific to respond to the question, they gave a wrong message about the cartoon.

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

Learners must be taught vocabulary that is related to the text ( visual literacy)

A concerted effort must be made to improve learners' general knowledge of current affairs.

When asked to refer to a cartoon, learners must look at the visual clues, and must avoid generalisation.

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

Candidates lost 2 marks for 4.5 'Chaza isizathu sokuba umntwana asibambe ngesandla isibham.

Candidates said it's too heavy instead of saying " Siyamsinda / ubonisa imbeko.

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

Technical cartoon skills must be taught.

Workshop must be organised for teachers so that their knowledge in this critical area.

**QUESTION 5**

- (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>		
<b>SUB-QUESTION</b>	<b>TOPIC OR ASPECT TESTED</b>	<b>AVERAGE % FROM SAMPLE</b>
	Language usage.	42.8%

Generally, Candidates performed very bad in this section. Stronger candidates performed extremely well and managed to obtain close to full marks- 19/20 and is equivalent to 95%. This indicates that grammar is still being taught. However, the incidence of low obtained mark (2) out of 20 was common. This shows the fact that language skills is neglected.

Candidates left spaces and left question 5 incomplete and untouched.

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

5.1. Candidates have managed to obtain marks as it was a choice form question but the following incorrect responses were noted:

5.2 Isizathu sokusetyenziswa kwesiphumlisi kwisivakalisi. " Kudweliso, ukulistwa' candidates gave an incorrect answer.

5.1.5 Bhala isifinyezi seli gama ; Gqirha. Incorrect answer displayed – lack o grammar.

5.1.7 Sebenzisa igama umsebenzi kwesinye isivakalisi. Candidates were unable to give a sentence using the same word in different meaning.

5.2.1 Candidates failed to re- arrange the sentence and starting with the underlined word.

Suggested responses: Iyeza uyalithanda umntwana.

5.2.3. Imo emfutshane " Exhobile' . Candidates failed to give the correct answer as Exhobe as a short form and did not pay attention to tense.

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

Teachers should teach part of speech constantly by giving exercises

Editing, and the function of the underlined words.

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

Candidates did not even attempt question 5.3, 5.1.10

Most candidates responded and gave incorrect answers.

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

Textual editing must be practised.

Encourage learners to manage their time carefully so that they can finish Question 5.