EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE
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2018 NSC CHIEF MARKERS' REPORT

SUBJECT:	IsiXhosa FAL
PAPER:	2
DURATION OF PAPER:	2hrs
DATES OF MARKING:	December 2018

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

This Question was poorly answered by the few candidates who chose it. The lowest mark was 01 out of 35. In this genre, candidates did not understand simple questions that required them to remember the content. They fared fairly well in the questions that seek common understanding and application of knowledge. Umbuzo 1.1.3 Xela isafobe …. Posed a challenge to most candidates as they battled to state – isibaxo. It was even worse when they also had to further give its meaning. This clearly shows that there is still a gap in teaching and learning space in as far as izafobe is concerned. 1.1.5 also posed a challenge as it needed them to remember the sequence of events in the story. They could not state what prompted the conversation in the text. It was disappointing to see that most candidates could not even match columns with relevant and appropriate responses. Question 1.1.7 was not a difficult question but the candidates mainly failed to draw links between umxholwana and umxholo.

SECTION 2: Comment on candidates' performance in individual questions
(It is expected that a comment will be provided for each question).

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This is one of the old literature books but a few centres still teach it. This question was sparsely answered and those who answered it found it very challenging and as a result, they performed badly in it. There were a few questions that were particularly badly answered. These will be provided below in (b). Generally, the learners' responses suggested that they were ill-prepared for this particular book. This was evident in the learners mismatching the characters in the book and not showing any grasp of the story.

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

It is difficult to provide this information because of its unpopularity amongst the learners but the most difficult questions were: 1.2.7 (a) and (b) as well as 1.2.8. In question 1.2.7 learners were unable to identify entities that indicate setting of the story or the timeline (isimo sentlalo) as well as how the setting of the story helps the character to fulfill their identity (isimo).

Question 1.2.8 was also a challenge as its phrasing was confusing to an extent. The manner in which this question was put tended to lean towards the deeds of the character and less on the explanation and analysis of the title of the book. This particular question could have been phrased better and clearer.

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

Learners must be clearly informed of how to choose questions and books that they read in class and not attempt to answer all the questions in the question paper. The policy is very clear on this issue that only the first two questions will be marked and the rest ignored. Teachers must familiarize learners with this information.

There is a need to provide guidance for the private candidates as they seem to be in the dark as to how to tackle this particular paper as it carries seven books in one question paper and this may result in some confusion in learners.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

It is imperative that teachers familiarize learners with the issue of choosing the TWO books they did in class and not answer all seven questions. It is also suggested that teacher pay particular **isimo sentlalo**, **isimo somlinganiswa,** as well as giving an explanation of concepts and not giving synonyms of words – e.g. **ukufungela.** Learners simply gave synonyms such as 'ukuthembisa' and as such did not explain the concept of ukufungela.

QUESTION 2
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This question was sparsely answered and those who answered it found it very challenging and as a result, they performed badly in it. There were a few questions that were particularly badly answered. These will be provided below in (b). Generally, the learners' responses suggested that they were ill-prepared for this particular book. This was evident in the learners mismatching the characters in the book and not showing any grasp of the story.

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QUESTION 3
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This question was popular amongst many centres. This is due to the fact that this book is one the new prescribed novels. The learners attempted well in answering the questions as their performance was satisfactory. The results varied and spanned across all levels from 1 to 7. The questions asked were fair and tested all the cognitive levels. However, there were a few questions that posed a great challenge to the learners. These will be elucidated below.

(b) Why the question was poorly answered? Also provide specific examples, indicate common

errors committed by learners in this question, and any misconceptions.

The specific questions that were poorly answered in this particular book were: 3.1.5, 3.2.4, 3.2.7 and 3.2.8.

In question 3.1.5 – our learners have a difficulty when it comes to the chronology or sequential order of events in the story. Most learners cited MamTolo's ill-treatment on Monwabisi as the reason for Monwabisi's relocation to town as opposed to the required answer which is that the shop was rented out to the relative of the former owners.

In question 3.2.4 – our learners found it difficult to identify the characteristics of a certain character in the story. Instead, they gave an explanation of what the character does in the story. Learners need to be assisted with this.

In question 3.2.7 – (a) the learners were able to identify indicators of the story setting or timeline but they found it challenging to relate or correlate this with question 3.2.7 (b) which required the learners to link (a) isimo sentlalo with (b) how the identified isimo sentlalo helps the character to bolster and reinforce their characteristics. It is our considered view that the learners did not understand the phrase "isimo somlinganiswa". We therefore suggest that teachers provide adequate explanation of the concept of 'isimo somlinganiswa'.

In question 3.2.8 - was also a challenge as its phrasing was confusing to an extent. The manner in which this question was put tended to lean towards the deeds of the character and less on the explanation and analysis of the title of the book. This particular question could have been phrased better and clearer.

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

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There is a need to provide guidance for the private candidates as they seem to be in the dark as to how to tackle this particular paper as it carries seven books in one question paper and this may result in some confusion in learners.

| (d) | Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc. |

It is imperative that teachers familiarize learners with the issue of choosing the TWO books they did in class and not answer all seven questions. It is also suggested that teacher pay particular **isimo sentlalo**, **isimo somlinganiswa,** as well as giving an explanation of concepts and not giving synonyms of words – e.g. **ibhodlo.**

QUESTION 4

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

This question was sparsely answered and those who answered it found it very challenging and as a result, they performed badly in it. There were a few questions that were particularly badly answered. These will be provided below in (b). Generally, the learners' responses suggested that they were ill-prepared for this particular book. This was evident in the learners mismatching the characters in the book and not showing any grasp of the story.

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

It is difficult to provide this information because of its unpopularity amongst the learners but the most difficult questions were: 4.1.3, 4.1.5, 4.1.7, 4.1.8, 4.2.7 and 4.2.8.

In question 4.1.3 – learners could not get the required figure of speech right. Teachers need to pay particular attention to this topic when teaching.

In question 4.1.5 – the issue of learners being unable to list the sequential order of events as they appear in the story. This aspect of literature analysis needs to be imparted onto the learners.

In question 4.1.7 – learners struggled to relate the contextual sub-theme with the overarching theme of entire book. Learners need to be taught this at school.

In question 4.1.8 – learners struggled to pick up and fully explain the concept of foreshadowing and seem not to have been exposed to it.

In question 4.2.7 - (a) the learners were able to identify indicators of the story setting or timeline but they found it challenging to relate or correlate this with question 4.2.7 (b) which required the learners to link (a) isimo sentlalo with (b) how the identified isimo sentlalo helps the character to bolster and reinforce their characteristics. It is our considered view that the learners did not understand the phrase "isimo somlinganiswa". We therefore suggest that teachers provide adequate explanation of the concept of 'isimo somlinganiswa'.

In question 4.2.8 - was also a challenge as its phrasing was confusing to an extent. The manner in which this question was put tended to lean towards the deeds of the character and less on the explanation and analysis of the title of the book. This particular question could have been phrased better and clearer.

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It is imperative that teachers familiarize learners with the issue of choosing the TWO books they did in class and not answer all seven questions. It is also suggested that teacher pay particular **isimo sentlalo**, **isimo somlinganiswa,** as well as giving an explanation of concepts and not giving synonyms.

QUESTION 5

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

This question was popular amongst many centres. This is due to the fact that this book is one the new prescribed novels. The learners attempted well in answering the questions as their performance was satisfactory. The results varied and spanned across all levels from 1 to 7. The questions asked were fair and tested all the cognitive levels. However, there were a few questions that posed a great challenge to the learners. These will be elucidated below.

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

The major reason for the poor answers can be attributed to the lack of understanding the questions asked. This could be just a misunderstanding from the learners' points of view or it could also be the phrasing of the question as well as the lack of understanding of certain concepts. Some of the poorly answered questions were: 5.1.3, 5.1.7, 5.2.2, 5.2.4, 5.2.5, 5.2.6, 5.2.7 and 5.2.8.

In question 5.1.3 – (a) learners found it very difficult to correctly identify the required figure of speech. The actual phrase was confusing to the learners as the vast majority mistook it for **isikweko**. This is because the learners did not look at the phrase in its entirety but only looked at the word "yimbumbulu" and provided the incorrect answer of isikweko.

(b)a vast majority of learners did not get this answer correctly and were bordering on rude answers which we of explicit sexual nature. This is directly linked to the incorrect identification of the figure of speech in (a).

In question 5.1.7 - learners struggled to relate the contextual sub-theme as stipulated in the extract with the overarching theme of entire book. Learners need to be emphatically taught this at school.

In question 5.2.2 – most learners did not properly interpret this question and thus provided incorrect answers. This problem was the learners' understanding of the question more than the difficulty of the question itself. It was a matter of incorrect interpretation.

In question 5.2.4 - our learners found it difficult to identify the characteristics of a certain character in the story. Instead, they gave an explanation of what the character does in the story. Learners need to be assisted with this.

In question 5.2.5 – the learners found it difficult to provide the required explanation and fell into the trap of simply giving a synonym which was not adequate. They also gave general answers which were divorced from the contextual basis on the question.

In question 5.2.6 – learners resorted to narrating the story as opposed to giving the specific answer to the question. Learners need to be taught to be direct in answering questions and avoid regurgitating the story.

In question 5.2.7 - (a) the learners were able to identify indicators of the story setting or timeline but they found it challenging to relate or correlate this with question 5.2.7 (b) which required the learners to link (a) isimo sentlalo with (b) how the identified isimo sentlalo helps the character to bolster and reinforce their characteristics. It is our considered view that the learners did not understand the phrase "isimo somlinganiswa". We therefore suggest that teachers provide adequate explanation of the concept of 'isimo somlinganiswa'.

In question 5.2.8 - was also a challenge as its phrasing was confusing to an extent. The manner in which this question was put tended to lean towards the deeds of the character and less on the explanation and analysis of the title of the book. This particular question could have been phrased better and clearer.

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There is a need to provide guidance for the private candidates as they seem to be in the dark as to how to tackle this particular paper as it carries seven books in one question paper and this may result in some confusion in learners.

(d)	Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

It is imperative that teachers familiarize learners with the issue of choosing the TWO books they did in class and not answer all seven questions. It is also suggested that teacher pay particular **isimo sentlalo**, **isimo somlinganiswa,** as well as giving an explanation of concepts and not giving synonyms

QUESTION 7

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

This question was fairly attempted and those who answered it, performed quite satisfactorily. The only questions that seemed to be a challenge were: 7.1.9, 7.2.4. The reasons for these are provided below.

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

In question 7.1.9 – learners resorted to regurgitating the theme of the poem as opposed to giving the message of the poet. The learners need to be conscientised about the distinction between the theme (umxholo) and the message (imfundiso) of the poet.

In question 7.2.4 – the learners performed badly in this particular question. They did not give a poetic explanation for this question; the answers were very grammatical and general in attempting to answer this question.

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

Learners need to be taught the rationale behind the poet's omission of the vowels in the poem. Some of these rationales are: **ukudala uyondelelwano, ubungoma, undindwano, isingqisho** etc.

(d)   Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

The importance of teaching and training learners the basic literary concepts cannot be overemphasized.