



ASSESSMENT & EXAMINATIONS

Bundy Park, Schornville, KWT * Private Bag X 4571, KWT, 5600
REPUBLIC OF SOUTH AFRICA, Website: www.ecdoe.gov.za

NSC 2011 CHIEF MARKER'S REPORT

SUBJECT	ISIXHOSA FAL
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PAPER	1
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DATE OF EXAMINATION:	NOV 2011	DURATION:	2 HRS
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SECTION 1:

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

Generally the learners very well in this paper. The paper was friendly catered for all levels of candidates in other words it was well balanced. For instance question 5 was not well answered by most learners but they managed to pass because of other questions.

The candidates who were well prepared for this examination paper did very well in all the questions.

There is only one failure and she/he has failed because she/he left out some questions unanswered.

The extensive expansion of the memorandum had assisted the learners to get good results.

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?

The question was well answered by all learners and they performed very well in this question.

The comprehension was understandable, informative and relevant to the real life situation. This has contributed to positively to the learners performance.

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

(c) Provide suggestions for improvement in relation to Teaching and Learning
The learners must be encouraged to read more often to improve their comprehension skills, vocabulary and spelling.
They did not get full marks because if they do not understand the key word in the question they cannot relate it to the context of the passage/ paragraph. That means they read without understanding.
Spelling exercises must be done at schools because they lose lots of marks due to spelling errors which sometimes changes the meaning of what they are trying to say.
(d) Describe any other specific observations relating to responses of learners
The learners do not carefully read the questions and they give wrong answers even if they were directed where to get the answers. They make careless mistakes because they do not read and edit their work.
They care less about their work because sometimes they are given possible answers in brackets to choose from and they choose the right word and spell it incorrectly, for example in Question 1.1.1 the correct answers is 'ngorhatya' but they fail to spell 'ngorhatya' correctly whilst the word is right in front of their noses.
The learners did not think critically and with insight. For example, in Question 1.1.3 the term 'izimvo' meant 'intetho kaMongameli' ; instead of giving the correct answer for this Question they gave the same answer as in 1.1.2. in 1.1.4 they did not follow the instruction which referd them to paragraph 2 they lost marks. In 1.1.6 the phrase '...sisakhela kwisiseko' was a challenge to them, they thought the question was asking them about Mandela's political history. In 1.1.8 most of the learners failed to get marks in this question because they lack the Mathematical skills or they did not understand the question. In 1.1.11 Some did not even attempt this question. The u term 'iinkonzo' was interpreted as church or worship instead of the services. In 1.1.15 some learners did not attempt to answer this question because they failed to read paragraph 6 as instructed.
All the above mentioned problems were due to learners' irresponsibility towards their work. They did not want to read with understanding and follow the instructions because the questions were easy and the answers were clear in the passage.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
Teachers must encourage the learners to read more of IsiXhosa texts or Magazines and practise their comprehension skills.
Cluster meetings are encouraged at the beginning and the end of each term.
Term 1 meeting : previous years' results should be discussed at length. Plans to improve the results should be developed.
Common tasks assessments should be set every term in each district.
Inter-school commnunication is necessary to equip each other.
At the end of each term cluster meetings should be convened to discuss progress and problems encountered throughout the term.
Districts should organise the reading competitions so that the learners may improve reading with understanding skills.
Subject advisors should set IsiXhosa Olympiad competitions that will help the learners to be more interested in their language. Learners' vocabulary and the knowledge of the subject will improve.

QUESTION 2
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The aim of this question was to assess the language and summarising skills. This question was well answered by the learners ,about 99% of the learners had passed this question.
The passage they had to summarise was very easy and understandable. The revised rubric was flexible and excellent,,as a result some learners obtained full marks.
Those who failed to obtain full marks they had poor reading and summarising skills. They cannot construct meaningful sentences and that affected the marks allocated for language.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Library period should be allocated in the timetable for each grade every cycle. Learners should read a passage or a chapter from isiXhosa library books and summarise that. They should mark each other using a rubric, then they should give feedback. Corrections should be done.
(d) Describe any other specific observations relating to responses of learners
Sentence construction was a problem.
Spelling was a big challenge to them.
They wrote phrases instead of full sentences.
They did not worry themselves about punctuation.
Number of words required was not considered.
Some summaries were out of content.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
In the cluster meetings the summarising skills should be dealt with so that the teachers may assist each other about the improvement of learners summarising skills.
QUESTION 3
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The learners performed very well in this question. Their marks ranged between 60% and 100%.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Exercises on the adverts should be regularly done. Those exercises will help the learners to be able to analyse the adverts.
(d) Describe any other specific observations responses of learners
Most learners did not know why 'EZOMSEBENZI NEZEMPELAVEKI' were written in big font.
In question 3.2 most of the relating to learners failed to answer this question. They chose the subheadings 'IMPELAVEKI and TSHINTSHA ISITAYILE.' That showed some did not understand the term 'ibinzana'.
In 3.6 some learners did not know the idiom.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.
In those cluster meetings that had been suggested language use should be 3 considered as one of critical aspects. Teachers should be encouraged to set language tasks from adverts.
Visual literacy workshops should be conducted for teachers by the subject advisors.
QUESTION 4
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Learners performed extremely well in this question. Their marks ranged between 40% and 100%.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
(c) Provide suggestions for improvement in relation to Teaching and Learning
More exercise on visual literacy should be done.
Learners should be familiarized with cartoon interpretations.
Before the beginning of each lesson the learners should give an idiom of the day and its meanings, by doing so they will learn a lot of idioms.
The book of IZACI NAMAQHALO by Mesatywa should be used as a reference.
(d) Describe any other specific observations relating to responses of learners
In question 4.1 some of the learners failed to understand the question because they gave the date from the banner instead of giving the time of the day. 4.1 affected 4.2 because 4.2 answer was a continuation from 4.1. In 4.3 the idiom was not known by most learners.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
When subject advisors set IsiXhosa Olympiads question papers idiom should be included.
Teachers should set general knowledge quizzes including idioms.
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 poorly answered by most learners. Their marks ranged between 5% - 90%.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
The problems encountered by those who did not do well in this question was the application of language. For example; they lost marks in 5.1.4(isichazi-magama),5.15(isichasi),5.1.11(amagatya),5.2.3(isimelabizo),5.2.4(isinciphiso) and 5.2.5(ingxelo-ntetho).
(c) Provide suggestions for improvement in relation to Teaching and Learning
When the learners are reading the setwork books,, IsiXhosa magazines or any form of text they should identify the parts of speech and apply them.
Language use exercises from the texts should be done regularly.
Assessment tasks must be set on texts and a variety of language questions should be asked in order to improve the standard of language application.

(d) Describe any other specific observations relating to responses of learners
Learners did not know the difference between the subject of the sentence and the verb. For example 'hlamba' in 5.1.1 was described as 'intloko' not as 'isenzi esiyalelayo'.
They could not differentiate the negative form the opposites.
In 5.1.11 they wrote 'igatya elayamileyo' in the place of 'igatya eliyintloko'; visa versa. In 5.2.1 they had to choose the correct word from the brackets and mostly they chose the correct word and spelt it incorrectly.
In 5.2.2 they changed the whole sentence and gave their own verb not the one that was give (-ima). Question 5.2.5 was a big challenge to almost 80% of learners, they do not know what the reported speech is.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
Subject advisors should organise workshops for teachers to identify the teachers' weakpoints in language teaching and help where necessary.
Judging by learners performance it seems as if some language components are not taught by the teachers(especially amagatya nengxelo-ntetho).
(c) Provide suggestions for improvement in relation to Teaching and Learning
(d) Describe any other specific observations relating to responses of learners
e) Any other comments useful to teachers, subject advisors, teacher development etc.

SIGNATURE OF CHIEF MARKER: _____



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