



ASSESSMENT & EXAMINATIONS

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NSC 2011 CHIEF MARKER'S REPORT

SUBJECT	ISIXHOSA FAL
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PAPER	2
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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)

Most learners performed very well (most ranking from 60% and above).

Most of them understood the instructions and followed them accordingly and this is reflected

in their good performance.

However, the few learners that did not do well did not understand the instruction fully, they thought that it was compulsory to answer the POETRY section which they seemed NOT to have prepared well for it or lacked the skill of analysing a poem.

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

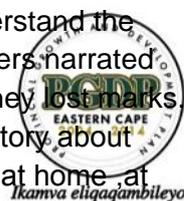
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Out of 873 learners, less than 20 learners answered this question.

The question was poorly answered. This question had two type of questions that is the essay type and the contextual question. Candidates had to choose between an essay and a contextual question. The learners who chose an essay type question did not do well compared to the candidates who chose contextual questions.

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

Performance was not satisfactory due to the fact that most learners did not understand the requirements of the question. Instead of focussing on character portrayal, learners narrated the whole story, which is not what was expected in their responses as a result they lost marks. For example instead of portraying Lungile's character they narrated the whole story about uLungile not specific to the point where they have to portray Lungile's character at home, at work and in the community. Some of the learners did not prepared themselves well enough



for these examinations judging by the standard of their results.
(a) Provide suggestions for improvement in relation to Teaching and Learning
Learners are to be drilled on reading and understanding the instructions.
Special focus should be on character portrayal and figures of speech in any genre.
Emphasis on skills of CREATIVE writing is very important as there are marks awarded specifically for this skill.

(d) Describe any other specific observations relating to responses of learners
Content knowledge is emphasized with no critical analysis of the story (genre)
Some learners have misunderstood the word 'ukuzotywa' in all the essay type questions. They responded badly and they lost.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
I suggest that the teachers should organise Cluster meetings in their districts in order to deal with the problems they encounter and assist each other in att ending to find solutions to their encounters from different school.
Inter-school communication is necessary in order to motivate learners interest to read their setwork books.
1. Visits by subject advisors is essential in each term to assist teachers with the challenges concerning the learner and the teacher as far as teaching is concerned.
2. Team-teaching is advised (to equip one another) and invite expects in a certain genre to come and empower them.
Teachers should organise debates / discussions around a certain genre amongst each other's in a district.
Subject advisors should organise Olympiad competitions for learners ,that will develop the learners interest towards their work.

QUESTION 2
(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. From the learner's response, it was evident that the learners know the book very well and can easily relate with the story.
The type of question was testing the knowledge, that is why the learners did well, they could easily give specific responses and even elaborated on the questions asked to show that they have prepared themselves for the examination..
b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
The question was well answered and therefore no errors were committed.
(c) Provide suggestions for improvement in relation to Teaching and Learning
I think that educators did exceptionally well when it comes to content-knowledge, however, I advise them NOT to leave out the analytical part of the genre.

(d) Describe any other specific observations relating to responses of learners
Learners preferred to answer the CONTEXTUAL questions more than ESSAY type questions.
Some of the learners though they found answering contextual questions an easy option to answer ,they did not get full marks in this questions because of the terms used. For example in 2.14 the term 'uqinis'imihlathi was a challenge to them and failed to give the correct

answer.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Teachers must give learners worksheets more often for homework in order to prepare their learners for all types of questions. That will improve their analysing skills and give them more knowledge and motivate them to learn setwork books..

QUESTION 3
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Out of 873 learners, less than 25% of learners answered this question. The question was poorly answered the candidates did not understand the question.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Performance was not satisfactory due to the fact that most learners did not understand the requirements of the question. Instead of focusing on character portrayal, learners narrated the whole story, which is not what was expected in their responses. Marks ranged between 30 and 60 percent.
(c) Provide suggestions for improvement in relation to Teaching and Learning
I think that educators did exceptionally well when it comes to content-knowledge, however, I advise them NOT to leave out the analytical part of the genre. More exercises are a necessity and class discussions could improve the standard of results and motivate the learners to learn. Teachers must give learners exercises for homework, worksheets and also have class discussions to improve the learners understanding of the setbooks.

(d) Describe any other specific observations relating to responses of learners
Some of the learners did not know the content of the book therefore learners should put their emphasis on analyzing the story critically in all the (genre).
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
Subject advisors should encourage cluster meetings for teachers in their districts in order to discuss the examination results at the beginning of the year in order to discuss the problems encountered by learners in their schools
Neighbouring schools should organise debates and discuss their setwork during the year to prepare their learners for the examinations.
Team-teaching is advised to equip one another in ways of approaching certain aspects of the setwork book.

QUESTION 4
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The response to this question was good except for few candidates . About 80% of learners answered this question and achieved well deserved marks. The marks ranged between 30 and 60 percent.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
In question 4.6 learners did careless mistakes instead of giving the answer uNobuhle waseMonti they said uLinda was Eddie's girl friend and they lost marks.
In Question 4.10 the learners thought that the question was asking for the witness(a person) NOT the person's evidence given to the court. This misconception resulted in them giving UDUMA HLELO as the answer whereas the correct response was UGQIRHA (doctor's evidence to the court)
In 4.17 the learners misinterpreted this question and gave an incorrect answer. They said uLinda was released because she was' uNobuhle waseMonti' and that was an incorrect answer.
(b) Provide suggestions for improvement in relation to Teaching and Learning
Teachers should teach their learners to know the roles of all the characters in the setwork book.
Because this is a detective novel, some learners were able to display insight, knowledge and keenness and that was reflected in the way they answered the questions. Teachers must continue to encourage their learners to read.
The approach used in this genre should be applied to all other genres.
(d) Describe any other specific observations relating to responses of learners
Most learners answered the questions well and obtained good marks ,but some of the learners did not respond as well as others because they lacked understanding of the genre but answered it. .
(b) Any other comments useful to teachers, subject advisors, teacher development etc.
Cluster meetings are encouraged and must be attended by teachers .
Inter-school communication is essential
Visits by subject advisors and discuss the learners progress and problems encountered by learners and teachers.
Team-teaching is advised (to equip one another)
Teachers are encouraged to organise debates / discussions around a certain genre.

QUESTION 5
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Out of 873 learners, less than 10% of learners answered this question.
The question was poorly answered.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Performance was not satisfactory due to the fact that most learners did not understand the requirements of the question. Instead of focussing on character portrayal, learners narrated the whole story, which is not what was expected in their responses
(c) Provide suggestions for improvement in relation to Teaching and Learning
The suggestions for question 1 and 3 are similar to this question.
Questions 1, 3 and 5 are monotonous, there is no variety, a learner who misunderstood question 1 will obviously do the same in the other questions.
(d) Describe any other specific observations relating to responses of learners

The learners were not sure of the characters and their roles in the story, as a result, they used them interchangeably in their responses.
(c) Any other comments useful to teachers, subject advisors, teacher development etc.
Subject advisors must organise cluster meetings for the teachers.
Inter-school communication is essential for learners in order to prepare them for examinations.
Subject advisors should visit schools and assist teachers with their problems to improve the standard of teaching.
Teachers should organise debates and discussions around a certain genre and invite others schools
QUESTION 6
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The question was very well answered. About 60% of learners answered this question with great confidence.
They obtained good marks , however , there are some learners who failed to obtained 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.
Some learners didn't read and follow the instructions correctly. A few of the learners misinterpreted the questions e.g. Question 6.8 The learners didn't understand the phrase "isidanga atshila ngaso" , as result some didn't even attempt to answer it .
In question 6.15, the idiom "ngamaphuthi ahlath'inye" , the learners couldn't understand the idiom and the gave incorrect answer and some didn't attempt it at all.
In question 6.19, the phrase "amatwina ayahlutshezwa" . even though the phrase is in the book/ passage they failed to give a correct answer .
(c) Provide suggestions for improvement in relation to Teaching and Learning
Teachers should explain difficult concepts to learners in order to enrich their vocabulary.
This could be achieved by giving learners worksheets, participate in class discussions and be tested regularly on the difficult concepts.
(d) Describe any other specific observations relating to responses of learners
Most learners responded positive and achieved good results with a few exception that battled to understand the language.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
I suggest that the teachers should organise Cluster meetings in their districts in order to deal with the problems they encounter and assist each other in attending to find solutions to their encounters from different school.
Inter-school communication is necessary in order to motivate learner's interest to read their setwork books.
Visits by subject advisors is essential in each term to assist teachers with the challenges concerning the learner and the teacher as far as teaching is concerned.
Team-teaching is advised (to equip one another) and invite experts in a certain genre to come and empower them.
Teachers should organise production on this genre and invite other surrounding schools to participate in the same production.
Subject advisors should organise Olympiad competitions for learners, that will develop the learners interest towards their work.

Teachers should encourage learners to role play the set book in a form of a stage play and they should be assessed in order to motivate them to learn .

QUESTION 7

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

Very few learners chose this question. Possibly because they did not see this genre as an option since it contains different stories.

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

The few learners that answered this question were not fully prepared or did not understand the story at all.

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

There is no other remedy but to encourage learners to READ on their own and discuss the story amongst them.

The teacher should group learners and give them a story so that they can go and read a story and present it in class.

Teachers need to assess the learners presentations to motivate them to learn .

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

Learners were not well prepared for the text. Creative Writing skills seem to be lacking

Learners are unable to answer essay type questions, however, narrate the story.

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

Teachers must give learners exercises and test on essay type question regularly.

Inter-school communication is essential

Subject advisors should visit teachers and encourage cluster meeting.

Team-teaching is advised (to equip one another)

Teachers are encouraged to organise debates / discussions around a certain genre.

Learners are encouraged to display their understanding of this genre (and others) by performing it on stage.

1. Encouragement of learners to READ on their own, and parents to assist.

QUESTION 8

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

The response was satisfactory, because the story deals with current issues and the learner's experience in their social lives.

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

In Question 8.3 the learners failed to get marks due to lack of understanding of the phrase ,”akayi kubhugnca emacebetshwini”

In Question 8.17 the learners also lacked understanding of the idiom , “unomthi kanomyayi” and they lost marks .

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

Teachers are advised to train learners to be able to present their own opinions on the story.

Teachers should provide extra exercises for learners to familiarise themselves with questions of this nature.

(d) Describe any other specific observations relating to responses of learners
Poor application of Creative Writing skills. Continuous linking of individual opinions with the content of the story.
Learners fail to obtain good marks because they create their own characters that are not part of the set book in question.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
Subject advisors should encourage cluster meeting to enable the teachers to share their ideas and experiences.
Inter-school communication is essential amongst learners.
Regular visits by subject advisors could improve the standard of teaching.
Team-teaching is advised (to equip one another)
Teachers are encouraged to organise debates / discussions around a certain genre.
Learners are encouraged to display their understanding of this genre (and others) by performing it on stage.
Encouragement of learners to READ on their own, and parents to assist.

QUESTION 9
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
All the questions come from the POETRY genre that is questions 9 to 12, observations noted are as follows :
1. Lack of critical analysis of poetry
2. Too much generalisation : learners are unable to understand the literal meaning with figurative meanings.
3. Lack of teaching and understanding of the figures of speech
4. Lack of general knowledge leading to inability to understand and appreciate their surroundings.
5. General disregard of the POETRY section by educators is evident, hence the poor performance
6. Vast majority of learners answered this section even though they battled. We suspect that the misunderstanding of the instruction may be the cause.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Learners misunderstood the instructions and that had resulted in poor performance. Some learners have cancelled the whole question and did any of the poetry questions from question 9 to 12. It was reflected in their poor marks that they did not prepare themselves well for this question.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Teachers should teach learners how to analyse poetry in aspect such as idioms ,symbolism

and rhyming are essential at schools
Teachers need to emphasis on types of poetry e.g. sonnet
Teachers must give learners exercises on poetry regulary to improve learners understanding of this genre.
(d) Describe any other specific observations relating to responses of learners
Learners do not know figures of speech.
In question 9.1 learners performed badly because they didn't understand the question ,the word "uphinda- phindo".
In question 9.9 & 9.12 learners failed to get marks because they did not understand type of poets
Learners failed to understand anything that relates to parts of speech (izafobe) from question 9 – 12.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
I suggest that the teachers should organise Cluster meetings in their districts in order to deal with the problems they encounter and assist each other in attending to find solutions to their encounters from different school.
Inter-school communication is necessary in order to motivate learner's interest to read their setwork books.
Visits by subject advisors is essential in each term to assist teachers with the challenges concerning the learner and the teacher as far as teaching is concerned.
Team-teaching is advised (to equip one another) and invite experts in a certain genre to come and empower them.

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