



**ASSESSMENT & EXAMINATIONS**

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REPUBLIC OF SOUTH AFRICA, Website: [www.ecdoe.gov.za](http://www.ecdoe.gov.za)

## **NSC 2011 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>ISIXHOSA HL</b>
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<b>PAPER</b>	<b>3</b>
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<b>DATE OF EXAMINATION:</b>	<b>Nov/Dec 2011</b>	<b>DURATION:</b>	<b>2.30 hrs</b>
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### **SECTION A:**

**Comment on candidates' performance in individual questions**

**(It is expected that a comment will be provided for each question on a separate sheet).**

<b>QUESTION 1</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<b>1.1 Ekunyamezeleni kukho umvuzo</b> The question was well answered . It was meant to assess values, positive attitude and convincing ideas. This was one of the popular choices in this section. Most candidates have insight to this topic. They cite their own experiences to support the statement. They quote politicians like the former SA President Nelson Mandela who persevered and sacrificed his life in jail to fight for freedom. However , candidates could not get full marks for content because they lack coherence of ideas and some could not meet the required length as specified in the Examination Guidelines of 2009.
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
Although learners answered this question well, they could not get full marks because of the ff: <ul style="list-style-type: none"><li>• Failure to meet the required length</li><li>• Language, style and editing need attention</li></ul> Common errors : Very long sentences , some beginning with a conjunction , eg. <i>Xa ungumntu kufuneka ube ngumntu obakhethayo abantu emawuthethe kubo iimfihlelo zakho kuwe kuba kukho abantu abangayithandiyo into entle xa isenziwa ngomnye umntu kubengakho yenziwe nguye okanye ngumntu wakowabo</i> . This sentence is too long and has many

conjunctions . Punctuation, spelling and word-division need attention. They use incorrect Idiomatic expressions , eg, “ Ayikho inkwali enokuzikhotha umhlana” endaweni yokuthi , “Akukho qili linokuzikhotha umhlana”.

- Repeating the statement , “ Ekunyamezeleni kukho umvuzo” at the beginning of each paragraph.

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

Encourage planning before writing the essay – a detailed mind-map that must be followed step by step. Learners must be involved in debates, speech competitions and editing texts.

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

It is common for them to use their personal experiences to support the statement. At this level they are expected to think outside the box. They are social beings and as such they ought to have examples from other spheres of life.

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

Learning Outcome 3 must be integrated with Learning Outcome 1 and Learning Outcome 4. This means that during the planning stage learners must be encouraged to discuss the topic, draw a detailed mind-map. They must be encouraged to use simple sentences. Their Attention must be drawn to the correct use of capital letters, punctuation and word-division. Editing must be made compulsory during the first and the final draft.

**QUESTION 1.2**

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

1.2 Izinto ezibalulekileyo ezinokwenziwa ngumfundi webanga le-12 ukuze aphumelele emagqabini.

This question was set to test the following :

- Time Management and planning
- Organisational skills and commitment
- Sense of responsibility , values –positive attitude

Learners performed well in this question. They showed insight in the topic hence they were able to produce content of varying qualities. However ,some had problems as they only wrote about what they do when studying (study skills).

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

The main challenge amongst those who could not get good marks is the length of the essay learners could not meet the required length of 340-390 words as prescribed by the Examination Guidelines of 2009.

The language and style need to be improved . there are a few who could not right correct sentences, for example ,”Isikolweni umama abuthi kuthi abatwana isikolweni kwoo abantwana ayhaba aya ikhaya apho athi umama aydeya esikolweni abya abantwana isikolweni.”  
Seemingly this candidate started IsiXhosa Home Language in grade 12.

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

Learners must be discouraged from changing subjects at this level. Parents must also be advised about the disadvantages of changing subjects especially the mother tongue at high school .

If there are such cases in school teachers must give these learners extra lessons.

During the stage of lesson planning there must be room for learners who have a challenge in reading and writing. More written exercises should be given.

Learners responses showed how important it is to work as a team and managing one’s activities in a responsibly and effective wayas prescribed by the Critical Outcomes 2 and 3 in the National Curriculum Statement.

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

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

Learning Outcome 3 must be intergrated with Learnig Outcomes 1 and 4 to improve reading and writing skills. This must be evident in the 3 stages of planning.

### QUESTION 1.3

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

1.3 Ukulunga nokungalungi kokugcinwa kwabafundi abakhulelweyo nabakhulelisi ezikolweni

This question was set to test the following:

- Reasoning Skill-to argue for or against
- Ability to identify a problem and the ability to solve it
- Decision making

This was not an easy question to learners as a result there was no balance in the argument at all. The performance of learners was not good.

<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
Learners did not have enough facts to support their arguments. Some supported their arguments by stating that if pregnant learners are expelled they might end up using drugs, committing crime. To them money is the main problem. They could not meet the required length of 340-390 words.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Teachers are advised to teach the different types of essay. Learners must be given the opportunity to hold debates in the classroom, in the cluster and also in the district to improve the skills of arguing for or against.
<b>(d) Describe any other specific observations relating to responses of learners</b>
The arguments are limited to their personal experiences. They do not look at the topic generally.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
As indicated above time must be allocated to Learning Outcome 3. Subject advisors should see to it that there are debating competitions at cluster and district levels.
<b>QUESTION 1.4</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
1.4 Umonakalo odalwa zizandyondyo zeemvula. This question was set to assess the following: <ul style="list-style-type: none"> <li>• The ability to identify a problem and provide solutions</li> <li>• The skill to narrate logically and systematically, showing coherence.</li> </ul> Learners did very well in this essay. They showed insight into the topic as they wrote about the advantages and disadvantages of heavy rains and the impact on the lives of people, animals, economy of the country. Those who know geography got high marks.
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
There were no misconceptions, learners understood the topic. Those who could not get high marks are learners who have a challenge with language and style, narrating logically and showing coherence of ideas.

<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Learners must be trained to plan before writing an essay. Guidance should be given on the first draft. They must be encouraged to edit their work before the final submission.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Learners have a tendency to repeat the topic at the beginning of each paragraph. This must be discouraged.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Learners must be taught to gather facts before writing a topic. In this particular topic it would have been very wise for learners to have living examples and statistics to support this statement.
<b>QUESTION 1.5</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
1.5 Xa ndinokuba lipolisa kwindawo endihlala kuyo
In this question the learner is expected to reflect on his/her dreams based on an idea and explain how he/she would actualize his/her dreams. This was not a popular choice. Those who chose it performed fairly well, showing knowledge of what is happening in their country, what needs to be done, what people expect from policemen. Their responses showed a high level of maturity as prescribed by Developmental Outcome in the National Curriculum Statement.
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
Some learners confused the duties of a policeman with those a social worker and a counselor. Repeating the topic at the beginning of each paragraph was common among learners.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Planning before writing an essay is crucial. teachers are advised to include the stages of planning in all lesson plans.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Use of very long sentences is still common among learners. Grammatical errors like spelling, word division and punctuation need attention.

<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Teachers must be encouraged to teach all the various types of essays. More time should be given to creative writing exercises.
<b>QUESTION 1.6</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<b>1.6 Litshintshile nje ilizwe, ingxaki yimali</b>
This question was set to test the following: <ul style="list-style-type: none"> <li>• Planning</li> <li>• Observation skills</li> <li>• Awareness of their environment and what happens around them</li> </ul> This essay was very popular. Learners showed insight into the topic and came up with tangible stories with real evidence. Generally the question was well answered.
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
Punctuation is still a problem with learners. Capital letters are used anywhere, spelling and word division need more attention.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Learners must be given more exercises on editing. This can be done by giving them an extract full of grammatical errors and ask learners to edit it.
<b>(d) Describe any other specific observations relating to responses of learners</b>
It is common amongst learners to begin sentences with conjunctions e.g “Njengokuba urhulumente enika abantu abadala inkam- nkam.” Learners see this as a complete sentence. They do not know that this is a subordinate clause and for it to be complete there must be a principal clause.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Teachers must encourage learners to use simple sentences. Compound sentences must be taught thoroughly laying emphasis on use of conjunctions, concords, etc.

<b>QUESTION 1.7</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<b>1.7. Khetha umfanekiso ube mnye kule ingezantsi uze ubhale isincoko esinesihloko esifanelekileyo.</b>
1.7.1 Few learners attempted this question. Although they gave relevant topics to the picture, some decided to divide the pictures into education and technology thereby writing an essay on education only or an essay on technology only. They lost marks on content because of this misconception.
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
Two pictures in the same box confused learners. As indicated above some chose to write about education and some chose to write about technology.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Learners must be exposed to this type of question during the course of the year. This might open up opportunities for those learners who learn fast when using visuals.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Learners did not have much to say in this topic, as a result they lost marks on content. Those who treated these pictures as one got better marks than their counterparts.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Teachers must be encouraged to plan together, paying attention to integration across the curriculum. A History learner is used to interpreting cartoons. The same cartoons can be used by languages teachers when teaching essays.
1.7.2 This question was well done. In the learners responses there was an element of integrating this topic across other subjects like Geography, Economics and Agricultural Sciences. Some cited the COP 17 conference that was taking place in Durban on climate change as they were writing this paper.

<b>SECTION B : LONGER TRANSITIONAL TEXTS</b>
<b>QUESTION 2</b> There are four longer transactional texts in this section and candidates must choose one.
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<b>2.1 Official letter</b>
This was a popular question to candidates and those who chose it performed very well. The topic itself is clearly stated, candidates understood what was expected of them and hence they performed well.
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
Although the performance was good there are still some challenges that need to be addressed ; Learners forget to write the date on the first address, those who write it do so in English. The person to whom the letter is addressed is not there some write the date in the second address. Salutation: "Mnu/mnumzana" ,"Diye Manejala" ,"Mholo Mnumzana". Some letters do not have the subject. Ending : "Obekhala", Owakho ". Use of informal language and style by some learners completely changed the tone of this text, e.g "Ndiyaphila ndingavuya nawe uphila"
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
This text must be taught during the course of the year and feedback must be given to learners. The quality of writing can improve if learners are encouraged to read, speak/hold debates and edit texts. L O 3 must not be taught separately. Teachers must, at the level of lesson planning meet and discuss similarities and differences if there are any in the writing of this text.
<b>(d) Describe any other specific observations relating to responses of learners</b>
The correct length of the text is still a challenge to most candidates and this affects their performance in terms of the marks that are allocated to content and planning. Some do not even have a mind map. In this text for example, they are required to write 100- 120 words, the body of the letter, excluding the addresses, salutation and the ending. Word division, spelling, incorrect use of capital letters, long and vague sentences, punctuation, etc, need attention.
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Learners must be encouraged to read, write and speak. These skills must never be separated. Learners need feedback after having written some text and they must be encouraged to do corrections. Reading will improve spelling and punctuation. L O 4 must not be separated from other learning outcomes as it is crucial in improving correct use of sentences, concords, verb moods and tense. Learners must be trained to write using the required number of words so as to get marks for content.



<b>QUESTION 2.2</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<b>2.2 SPEECH</b>
Candidates who chose this question performed well. Their views showed insight into the bad and good about cell phones. They are aware of the challenges of the social networks, like “Mxit”, “Whatsapp”, “Twitter”, etc. In their speech, they encourage others to use cell phones at home to communicate with parents, relatives and friends and must not bring them to school. Their argument shows some levels of maturity.
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
The format of this text is still a challenge as candidates forgot to open and end with inverted commas. <ul style="list-style-type: none"> <li>• Paragraphing also needs attention.</li> <li>• Planning is also lacking – there’s no introduction in some, and no ending.</li> </ul>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
L O 1 must be given attention. Holding debates at school and competing with surrounding schools can improve the writing of this text.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Candidates fail to write the maximum numbers of words in this text, which is 100-120. They tend to respect themselves and the speech does not grow from the level of introduction, body and the. There is no coherence of ideas.
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Subjects advisors must include in their planning speech competition stating at cluster level to the district. During the planning stage all the aspects of L O 1 must be given attention by educators. Speaking must be encouraged throughout all stages.
<b>2.3 DIALOGUE</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Most candidates attempted this question but could not get good marks for content, planning, language, style and structure. They did not meet the required length of this text.

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

Although candidates have insight into what is expected of them in this text, they had few facts to argue for or against. Most of them did not provide introduction, and ended the dialogue without showing which side is winning.

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

During lesson preparation assessment standards in L O 1 and L O 1 must be integrated. Learners must be encouraged to role play the parts of characters in the prescribed drama book. They will learn the format, structure and language when arguing.

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

Characters do not have names : e.g “Unina,” “Intombi,”  
Use of inverted commas, which is not acceptable as these are direct words from the speaker.

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

As indicated in (c) above this text must be taught using drama in L O 2 as a guideline. Learners must be encouraged to role play parts of characters. Holding debates at school, at cluster level and in the district must be encouraged.

## **2.4 OFFICIAL LETTER AND CV**

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

Candidates who attempted this question can be divided into the following categories:

- Writing an application letter accompanied by a detailed CV and got good marks.
- Application letter, in cooperating the CV within the letter with the ending of letter appearing at the bottom of the CV. These lost some marks for format.
- Writing of an application letter only without a CV – these candidates were adversely affected in terms of getting marks for content and format.

These seemed to be confused by the fact that they had to write both text in one question.

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

As indicated in question 2.1, learners will still have a challenge when it comes to writing addresses. In this particular letter they were given the person and address to whom they must direct the application, but some came up with their own addresses: E.g: “Umphathi”, “diye mphathi”, “Mnumzana”, etc.

The letter does not have a proper salutation, heading and ending. Some CV’s were written in English.

<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Learners should be taught the difference between an official and a friendly letter. Guidance should be given on the format, language and style, tone and register that is expected in this text. They should be discouraged to use English when writing CV's.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Learners do not read instructions properly. The instruction here is loud and clear. A vacant post has been advertised, theirs is to write an application letter accompanied by a CV. They failed to market themselves in their CV as it had nothing to do with the job applied for. The advertisement of the post guided them, but some did not use it to their own advantage.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Longer transactional texts should be written monthly, not only for CASS Moderation but for the development of the child. This particular question is what they are going to do for the rest of their lives- one sees a job advertised in a newspaper, write a covering letter and a detailed CV marketing oneself.

<b>SECTION C: SHORTER TRANSACTIONAL TEXTS</b>
<b>QUESTION 3</b>
<b>3.1 POSTER</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Candidates who chose this question did not perform well although they understood what was expected of them.
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
Candidate did not meet the required length of text, which is 80-100 words. Some drew a poster with pictures; there were no sentences, except for such details as time, place and date of the concert. Those who did this disadvantaged themselves as no marks are awarded for pictures or sketches (page 9 DoE Examination Guidelines,2009)
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Longer and shorter transactional text should be taught thoroughly at school. Guidance should be given on the format of a poster and language to be used. Learners should be encouraged to use simple and concise sentences as this is what is assessed in creative writing.

<b>(d) Describe any other specific observations relating to responses of learners</b>
Too much pictures and use of different colours is common amongst candidates. Some use many colours such that it becomes difficult to read the few words that are scattered randomly throughout the poster.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Seemingly candidates do not plan this piece of writing. Learners must be given guidance that the audience must be taken into consideration, the text must be authentic, and use of persuasive or manipulative language must be used. Workshops must be held at cluster and district levels so as to guide teachers on the writing of these pieces.
<b>3.2 DIARY ENTRY</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Some candidates performed well in this question as they showed insight into planning their work for the specific days referred to in the question. Some did not get good marks as they mistakenly drew up a time- table instead of a diary entry.
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and misconceptions.</b>
Common among candidates was drawing up of a time-table instead of a diary. Some overlooked the instruction that they must enter school work and entered activities outside school work, e.g, "Ngolwesihlanu ndibona izihlobo zam." , "Ngolwesithathu ndiyokudlala nabahlobo bam." , "Ndivuka ndicoce igumbi lam ndihlambe ndiye kubona abahlobo bam." They cannot write the days properly ,eg, "Ngolosihlanu" instead of "NgoLwesiHlanu" . Some just wrote one big paragraph with this salutation, "Diye dayari," "Dayari yam isendim nangoku," "Molo dayari ". Use of English is common, "Ndithatha Three awazi ukufunda, Two awazi ukwenza i homewekhi".
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Diary entries should be taught. In a way this piece of writing is teaching them to plan, a developmental outcome that will assist them at tertiary level and in every day life activities.
<b>(d) Describe any other specific reservations relating to responses of learners</b>
Candidates do not read instructions. Instead of focusing on diary entry on school work for a period of five days they entered general activities outside school work. Punctuation and incorrect use of capital letters is still a challenge.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
As indicated in the other questions above learners need to be taught these pieces. The format, structure, language and style must be taught. This text assesses the ability of learners to plan and manage their time in preparation of examinations.

<b>QUESTION 3.3 DIRECTIONS</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Learners did not perform well in this question. Those who chose it do not know how to give directions
<b>(b) Why was the questions poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
The quality of the sketch was not good as some streets were faith. Candidates do not know that such buildings as the City Hall , Church Hall, Soccer field, Clinic, could be used when directing someone. They keep on saying, "Hamba ngqo..." and do not indicate whether one must turn left or right.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Directions must be taught thoroughly. Learners must be guided that when directing someone mere mention of street names is not enough if one is not told whether to turn right or left. Main buildings must be used to direct someone.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Candidates lack insight into this piece. As the sketch was not clear they had alternative topics from which to choose. They do not bother themselves about the required length and format.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Section C needs attention. Candidates generally do not get good marks. Guidance should be given from the level of educators down to learners. Educators are encouraged to research about structure, format, language and style to be used in each speech.