

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	SESOTHO HOME LANGUAGE
----------------	-----------------------

PAPER	1
--------------	---

DATE OF EXAMINATION:	08 NOVEMBER 2011	DURATION:	2HRS
-----------------------------	------------------	------------------	------

SECTION 1:

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

Learners performed very well in this paper. The majority of them got level 5 and 6, few in level 3
and levels 2 and very few in level 1 (about three) . There is a good improvement in level 7.

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 answers by learners. Most of them got between 25 and 30 marks which is level 6 and 7 of this question. This is the question which boosted their performance in the whole paper.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Although the question was well answered, there are common errors which needs to be highlighted .
For instance some learners failed to substantiate their answers in sub-questions 1.8 and 1.11 which which required them to substantiate from the text. In 1.14 some failed to explain the meaning of the proverbs.

<ul style="list-style-type: none"> • Provide suggestions for improvement in relation to Teaching and Learning
Teachers are encouraged to provide learners with comprehension exercises that will encourage them to consult different books or make research. in this way learners will become familiar to the types of questions which require supporting their answers.
(d) Describe any other specific observations relating to responses of learners
Poor understanding of some Sesotho words led them down such as "POTLOLOMENTE". They are also quick to make their own conclusions without accurately understanding the text passage.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
L.O namely 1,2 and 3 and their assessments standards should be integrated in teaching and learning situation. Teachers should familiarise their learners with comprehension texts,
Workshops between teachers and subject advisors is highly encouraged in future.
QUESTION 2
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
It was well answered as compared to previous years. The reason for this is that the text was straight forward and its phrasing enabled them to pick up main points easily.
(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 repeated the same points making them to loose marks. Few of them even changed the meaning of a text when using their own words.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Familiarise learners with summary skills by giving them more exercises on summary.
Learners should be taught to summarise in point form and also in a paragraph form.
(d) Describe any other specific observations relating to responses of learners.
Some made mistakes in spelling, punctuation marks and word division.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Workshop should be encouraged to deal with summary skills.
QUESTION 3
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
It was poorly answered even though some few learners managed to get it correctly.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Learners were required to give the strategies of advertising in question 3.1 but they could not, they just gave what they saw on the pictures, some repeating the question.
They were also unable to give the proper synonyms of the word "MATHEBA" in 3.4 they gave colours i.e. "mabala". In 3.3 they were also unable to give a reflexive morpheme in "ipheletse".

(c) Provide suggestions for improvement in relation to Teaching and Learning
L.O 4 and its assessment standards must be taught thoroughly.
(d) Describe any other specific observations relating to responses of learners
They failed to give the synonyms and interpreted the picture of an advert showing that they do not understand what is required by the questions.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Teachers should emphasise more on L.O 2 and L.O 4 (integrated). Subject advisers should always assist teachers where there is a need on teaching language usage, this include the workshops.
QUESTION 4
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
It was well answered except 4.1 and 4.2
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
They mentioned the real coffins instead of explaining what is happening in the taxi industry in 4.1.
They also failed to differentiate between the direct and the indirect meaning of the cartoon.
(c) Provide suggestions for improvement in relation to Teaching and Learning
More exercises on the cartoon interpretation should commonly be given to learners.
(d) Describe any other specific observations relating to responses of learners
They were unable to interpret the cartoon in 4.1, they gave the direct/ literal meaning of what they see. They also failed to differentiate between direct and indirect meaning of the cartoon.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Workshops on cartoons are encouraged.
QUESTION 5
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
It was also 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.
Learners responses show that they were not taught direct and indirect speech in 5.2 which required direct and indirect speech. They seemed not to understand what was required. They also failed to correct the mistakes in a sentence which they were required to correct. verbal extensions in 5.5
also was poorly answered, namely "hloIwa" in a sentence. They also repeated the old problem of proverb usage, they could not use the proverb in a sentence instead they gave its meaning.

(c) Provide suggestions for improvement in relation to Teaching and Learning
Proverbs and idioms should be taught frequently. More exercises should be given on these especially usage.
(d) Describe any other specific observations relating to responses of learners
Careless mistakes such as not underlining where it was required to underline e.g. 5.4.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
More exercises on idioms and proverbs should be given to learners especially their usage in sentences.

SIGNATURE OF CHIEF MARKER: _____

 <p>ASSESSMENT & EXAMINATIONS Office for excellence through high powered performance</p>	<p>SIYASEBENZISANA/ WORKING TOGETHER/ SAMEWERKING <i>Quest for Excellence through high powered performance</i></p>
--	---