



ASSESSMENT & EXAMINATIONS

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NSC 2011 CHIEF MARKER'S REPORT

SUBJECT	SESOTHO HOME LANGUAGE		
PAPER	2		
DATE OF EXAMINATION:	25/11/2011	DURATION:	2 ½

SECTION 1:

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

Section A (POETRY): Questions 1 and 5 were essay type questions, while questions 2,3,4 and 6 were contextual questions.

Sections B (NOVEL) and C (DRAMA): Questions 7 – 12 (novel) and 13 – 16 (drama).

Performance in essay type questions in poetry was mediocre in that a literature paper is supposed to have better scores as most of the questions set are from the prescribed literature. 6 out of 10 possible marks per question was registered. Contextual questions were more popular choices than their essay counterparts. Performance therein was better than in essay type questions. The same scenario obtained in sections B and C.

Generally, performance in the whole paper was 65% pass and 35% fail. This was by no means commendable in that we expect learners to have been taught literary devices in Grade 12 in line with the NCS syllabus.

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
<p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p> <p>This was an essay type of question requiring learners to identify literary devices in the poem, as well as to give poetic effectiveness of those devices. Generally, question 1 was roughly achieved at 60%, as there were some problems.</p> <p>[We need to note that this question was set in the same way as question 5, the only difference was that another title was set from the unseen list. Suffice it to say that learners who understood poetics from the teaching of the prescribed list would not really battle with answering question 5.]</p>
<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p> <p>Few learners were unable to give the appropriate devices – which is good. However, there is a problem of using kgonyetso and tlohelo interchangeably, in that where learners identified kgonyetso they also claimed that it was also called tlohelo – which is not the case. This misconception might be due to lack of knowledge. This assumption may also be true of teachers who teach the learners. Another problem was that of merely defining the devices instead of stating their poetic effectiveness.</p>
<p>(a) Provide suggestions for improvement in relation to Teaching and Learning</p> <p>Kgonyetso and tlohelo have to be taught simultaneously so as to clearly differentiate between them from the outset. For instance, in the line, “<i>La tjhaba la mpakela mahlomola</i>” there is tlohelo in that while the word “letsatsi”(sun) is not mentioned we know that it is the sun that rises. In “<i>fifi</i>” we know it is a contracted form of the word “<i>lefifi</i>” – this contraction is kgonyetso.</p>
<p>(d) Describe any other specific observations relating to responses of learners</p> <p>Another problem was that of merely defining the devices instead of stating their poetic effectiveness.</p>
<p>e) Any other comments useful to teachers, subject advisors, teacher development etc.</p> <p>A workshop where teachers develop one another in analyzing literature is desirable. The teachers who are better equipped may assist their colleagues under the guidance, organization and supervision of curriculum advisors. Best practices may then be shared.</p>

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 answered quite satisfactorily. But there were some problems which made learners not get the full 10 marks.

- (b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. However, in subquestion 2.4 some learners could not contextualise the idiom, “*Matlo ho tjha mabapi*” in the poem. Some failed to give a summary of the theme of the poem as required by subquestion 2.6.

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

Themes and devices must be clearly differentiated during the teaching and learning process. Assessment tasks that train the learners to differentiate must be set in the same task so that they will know what is expected of them in each case.

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

In subquestion 2.3 some learners seemed to mix up the types of repetition and thus missed the one type that was required – which was “*phetapheto e rapameng*” (repetition of words in the same poetic line).

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

The types of repetition involved in analyzing Sesotho poetry must be given attention. Due to time limitations learners could be given a homework task or assignment on the types of repetition. Two to three poems could be used at the same time.

QUESTION 3

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

This was similar to question 2 in weighting and the style of setting in that it was also a choice question. Comments in question 2 do refer, with a few highlights for question 3. performance was roughly comparable to that in question 2 – fairly good.

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

“*Phetapheto ya sebopeho*” (structural repetition) in subquestion 3.3 was sometimes missed by a few learners.

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

Refer to (c) in Question 2.

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

Some learners were unable to define “**majakane**” in 3.2. in defining the word some moved far

outside the context of the word in the poem.
e) Any other comments useful to teachers, subject advisors, teacher development etc. Refer to (e) in Question 2.
QUESTION 4
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered? This was similar to question 3 in weighting and the style of setting in that it was also a choice question. Comments in question 2 and 3 do refer, with a few highlights for question 4. performance was roughly comparable to that in question 2 – fairly good.
(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 could not state the poetic effectiveness of using enjambment (a run-on line) in subquestion 4.4, while they were able to identify it. But they were able to get one of the possible two marks in the subquestion.
(c) Provide suggestions for improvement in relation to Teaching and Learning Defining literary devices and stating their effectiveness must be told apart – in the same assessment exercise/task.
(d) Describe any other specific observations relating to responses of learners Why a compound word “Thabadimahlwa” was used eluded some of the learners. This still boils down to the effective teaching of literary devices – which is still necessary. “Temanathothokiso” (stanza) and “molathothokiso” (line) should be told apart. Otherwise learners mingle the two.
(e) Any other comments useful to teachers, subject advisors, teacher development etc. Refer to (e) in questions 1 – 3.
QUESTION 5
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered? This was an essay type of question requiring learners to identify literary devices in the poem, as well as to give poetic effectiveness of those devices. Generally, question 1 was roughly achieved at 60%, as there were some problems. [We need to note that this question was set in the same way as question 1, the only difference was that another title was set from the unseen list (question 5). Suffice it to say that learners who understood poetics from the teaching of the prescribed list would not really battle with answering question 5.]
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. Refer to Question 1.

<p>(c) Provide suggestions for improvement in relation to Teaching and Learning</p> <p>Refer to (c) in question 2.</p>
<p>(d) Describe any other specific observations relating to responses of learners Learners could only realize the metaphor part of the line “Katana tsa ngwanenwa ke kgauta” without seeing that this also constituted a paradox (line 5). But then they were not disadvantaged as long as they could see that it was a metaphor.</p>
<p>e) Any other comments useful to teachers, subject advisors, teacher development etc.</p> <p>Refer to (e) in question 2.</p>
<p>QUESTION 6</p>
<p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p> <p>Refer to Question 2.</p>
<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p> <p>Refer to (b) in Question 2.</p>
<p>(c) Provide suggestions for improvement in relation to Teaching and Learning</p> <p>Refer to (c) in question 2.</p>
<p>(d) Describe any other specific observations relating to responses of learners</p> <p>Refer to (d) in Question 2.</p>
<p>e) Any other comments useful to teachers, subject advisors, teacher development etc.</p> <p>Refer to Questions 2 – 4 (e) above.</p>
<p>Could it kindly be noted that Questions 7, 11, 13 & 15 were essay type questions of equal weight and length but set in different books. As these were choice questions carrying equal marks, similar expectations were envisaged throughout. Hence comments from one question will run into another.</p>
<p>QUESTION 7</p>
<p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p> <p>This was the first question in section B (NOVEL). It was an essay type question which required learners to identify and provide facts on the Protagonist and Antagonist in the novel Botsang Lebitla by KPD Maphalla.</p> <p>This question was answered fairly well. All learners knew that Tsietsi is the protagonist in the novel.</p>

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

While all learners did not mince words in saying that Tsietsi is the Protagonist, some of them could not advance facts to prove their contention. Equally, all learners were able to detect that *Mamasolomane*, *Kotsi* and *Mohanuwa* are the Protagonist. However some could not support as to why they think the above are the protagonist. Essay-writing skills were found wanting in this section.

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

Since the essay-writing skill cuts across all subjects the skill needs intensive teaching. Learners need to know that the rubrics of essay writing are the same whether one is required to write a factual essay or a creative genre - introduction, body and conclusion apply throughout.

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

Few learners mixed up with discussing the **motorial moment** (sesosa sa kgohlano) and the climax (**sehlohlolo**) which were not asked in this instance.

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

Refer to literary critiquing manuals for support. The same workshops suggested in question 1 also apply here in that the workshops could cover literature in general – involving best practices.

Could it kindly be noted that **Questions 8, 12, 14 & 16** were contextual questions of equal weight and length but set in different books. As these were choice questions carrying equal marks, similar expectations were envisaged throughout. Hence comments from one question will run into another

QUESTION 8

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

This was a contextual counterpart of Question 7. This was a more popular choice than Question 7 – for known reasons (learners do not like writing essays!)

(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 missed the theme of the book as required by subquestion 8.13.

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

If learners are taught the cause –effect way of analyzing events in a novel, it becomes easy for learners to know the theme.

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

While learners had avoided answering the essay-type of question by doing question 8, some of them became too wordy in answering the short questions asked!

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

Critiquing manuals need to be perused.

QUESTION 9 & 10

No school is doing the novel "*Diepollo*" (by T Seema) and so these questions were not answered at all.

QUESTION 11

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

[We need to note that this question was an essay type question set in the same way as question 7, the only difference was that another book was set, *Mme* by NP Maake.]

The question required learners to describe the character traits of the following: Tsekiso and Rakgadi. Most did not do well as in the majority of essays.

- (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 poorly answered in that some learners simply rewrote a narrative about the characters without contextualising facts to character traits.

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

Types of characters still need to be emphasized in teaching.

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

Clearly emphasise what makes a character **round** or **flat**.

QUESTION 12

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

Refer to comments on Question 8

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

Refer to Question 8.

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

Refer to (c) in question 8

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

Learners still confuse the time used in milieu and the actual time of day. For instance, in 12.8 learners they were required to tell era in which the events happened. The answer was that it was at night!

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

Refer to (e) in question 8

QUESTION 13

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

[We need to note that this question was an essay type question set in the same way as question 7 and 11, the only difference was that another book was set, *Seyalemo* by R. Moeketsi (ed.)

The question required learners to comment on the crisis moment (tharahano), climax (sehlohlo) and dénouement (tharollo/sephetho).

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

While learners understood the story, they were found wanting in the plot structure.

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

The plot structure in novels and drama should be taught immediately after the storyline is understood.

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

Since the book is an anthology of one-act plays, learners who chose this question confused characters and plots.

Some learners battled to group together facts pertaining to each stage of the unraveling of the plot, such that their essays were muddled in that they were at pains to convince the markers that they knew what they were saying.

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

Critiquing manuals need to be perused by teachers. Learners do not necessarily need to read critiques, but their teachers need to read and simplify for learners in the context of the books they are doing.

QUESTION 14

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

This was a contextual counterpart of question 13, based on the same book: *Seyalemo*. It was chosen by more learners than its essay counterpart. Performance reached a record level of 66%.

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

It was well answered. In 14.12, most learners failed to identify one event that constitutes the climax of the drama.

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

Refer to (c) in question 8.

(d) Describe any other specific observations relating to responses of learners Refer to question 8.
(e) Any other comments useful to teachers, subject advisors, teacher development etc. Refer to (e) in question 8.
QUESTION 15
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered? [We need to note that this question was an essay type question set in the same way as questions 7, 11 and 13 the only difference was that another book was set, <i>Haeso Mafotholeng</i> by C J Teleki] The question required learners to comment on the crisis moment (tharahano) and climax (sehlohlo).]
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. Confusing elements of the plot structure spoiled an otherwise good performance.
(c) Provide suggestions for improvement in relation to Teaching and Learning The essay-writing rubrics still need a lot of attention. Writing an essay type of questions in the point or note format spoils its coherence.
(d) Describe any other specific observations relating to responses of learners Refer to comments in question 13.
(e) Any other comments useful to teachers, subject advisors, teacher development etc. Refer to (e) in question 13.
QUESTION 16
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered? This question was excellently performed.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. Not applicable.
(c) Provide suggestions for improvement in relation to Teaching and Learning Refer to (c) in Questions 8, 12 & 14.
(d) Describe any other specific observations relating to responses of learners 16.1: Some learners seemed to fail to explain why they think Molefi was unfortunate in choosing lovers.

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

Assignments that involve essay writing and contextual questions within the same task can help alleviate the learners' problem of not knowing **what** and **how much** information is required of them.

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