



ASSESSMENT & EXAMINATIONS

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NSC 2011 CHIEF MARKER'S REPORT

SUBJECT	SESOTHO HOME LANGUAGE		
PAPER	3		
DATE OF EXAMINATION:	29 November 2011	DURATION:	2,5 hours

SECTION 1:

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

The overall performance is 69.4 % . The performance in question 1 is 66.9 % , 74.1% in question 2 and 68.7 % in question 3. Generally the performance is good but could have been better than this if it were not because of the errors on question paper which disadvantaged the candidates.

Though the memo was amended and adjusted to the advantage of the candidates, this was late because it happened when the damage had already been caused. It was done after writing. Candidates had faced problems and had been frustrated in the exam room because some questions which they might have had to simplify for their understanding could not be answered.

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 performance in this section is 69.4 %. It is not bad but could have been better than this if the question paper was to the point.

There were 8 topics in this section. Candidates had to choose only one question out of 8. Some questions were problematic.

1.1 and 1.4 are ambiguous. There is no clear distinction whether argumentative or discursive. They actually needed rephrasing. The question in 1.1 reads “Ngola moqoqo oo ho ona o ntshang maikutlo a hao a dumellanang le a hananang le hore letsatsi lena e be la phomolo.” This means proposing and opposing opinions but the topic says opposing and opposing.

The use of the word KAPA in the topic complicates the question.

1.5 was not clear because of a word which reads SIELLENG which has no meaning in Sesotho. This therefore mislead candidates because they struggled to make sense out of it. The word was supposed to be SIELLETSENG.

1.6 AND 1.8 are picture questions. The pictures themselves were labelled in English which influenced candidates to use English words in their essays and this affected their language mark. Some could not understand what Home Affairs means hence under that topic they were talking of electricity. Had it been written in Sesotho, the language they easily understand, things would be better.

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

Most contributing factors were:

- the improper use of the language as used in 1.6 and 1.8, referred to above. Learners would use English words e.g Brandy, beer etc and would not bother to put them in Sesotho.
- The problem of ambiguity as reflected in 1.1 and 1.4. Some candidates would choose one side and support it or oppose it and failed to support both sides.
- Misprint as reflected in 1.5 made the question to lose meaning.

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

- English words on pictures must be translated into Sesotho so as to get the message across without hindrance.
- Before publication, the paper must go through all different stages to curb some errors such as. E.g. editing and moderation because the moderator could have picked the problem of ambiguity and the editor could have picked the misprint of SIELLENG.

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

Learners must be subjected to many of such activities. Some seem not to be familiar with such texts as they write essays in poem form.

Planning before the actual writing of an essay is important hence it is used as a guideline in marking, but some candidates to have it shown, it therefore deprives them of some marks.

Editing is also important because it reduces some minor mistakes that could disadvantage the candidate. However, learners must be taught that a neat essay proves there was editing. Some candidates seem to have created mistakes deliberately so that they could edit and collect marks.

<p>e. Any other comment useful to teachers, subject advisors, teacher development etc.</p> <p>Teachers must be encouraged to teach learners all different types of essays. It seems that most learners were taught narrative essays because they narrate even where they have to reflect or argue. This then affects them because most of the time they are out of topic.</p> <p>Teachers must be encouraged to use that national document on the teaching of Paper 3 which was issued in the beginning of 2011. This was aimed at the common teaching of Paper 3 and</p>
<p>f) Any other comments useful to teachers, subject advisors, teacher development etc.</p> <p>There must be mentoring and close supervision of teachers by subject advisors. The use of the national document for Paper 3 Some are the same as those in section A for the general teaching of Paper</p> <p>QUESTION 3</p> <p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</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>The question was not very well answered hence the overall performance is 68.7%. This is not a good performance because this section was clear and to the point. There were some errors that proved that teaching in the classroom was not effective.</p> <ul style="list-style-type: none"> • Candidates could not differentiate between a poster and post card. • With the diary, they would just make a summary e.g from Monday to Friday and then would summarise the story. • With directions, they would give misleading directions because of long distances they gave.
<p>(c) Provide suggestions for improvement in relation to Teaching and Learning</p> <p>Teachers must bring live teaching AIDS such as post cards, posters diaries in class so that learners could have a picture of what is talked abo</p> <p>(d) Describe any other specific observations relating to responses of learners</p> <ul style="list-style-type: none"> • Diaries did not have dates. • The structure of a poster was the same with that of a poster. <p>e) Any other comments useful to teachers, subject advisors, teacher development etc.</p> <ul style="list-style-type: none"> • There must be mentoring of teachers by subject advisors. • Mentoring of teachers by teachers. • Use of the national document on the teaching of Paper 3.
<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>

(a) 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.
QUESTION 2
(a) General comment on the performance of learners in the specific question. Was the question well answered or 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.
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QUESTION 4
(a) General comment on the performance of learners in the specific question. Was the question well answered or 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.
(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.
QUESTION 5
(a) General comment on the performance of learners in the specific question. Was the question well answered or 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.
(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.
QUESTION 6
(a) General comment on the performance of learners in the specific question. Was the question well answered or 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.
(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.
QUESTION 7
(a) General comment on the performance of learners in the specific question. Was the question well answered or 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.
(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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