



EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

Home of Examinations and Assessment, Zone 6, Zwelitsha, 5600

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2018 NSC CHIEF MARKER'S REPORT

SUBJECT:	ISIXHOSA FAL
PAPER:	3
DURATION OF PAPER:	2½ HOURS
DATES OF MARKING:	30 NOVEMBER – 14 DECEMBER 2018

SECTION 1: (General overview of Learner Performance in the question paper as a whole)

The learners performed very well in the question paper as a whole. They have responded to all the questions i.e. as there is a choice in each section of the 3 sections. There is no question that was not chosen. The short summary of the learner's performance is as follows:

- 71% of learners obtained level 7s and 6'
- Level 4 13%
- Level 3 1.9%
- Level 2 0.5%

Those who are in level 2, they did not do so because of the difficult questions in the question paper, the reason was that, they struggled with the language. They tend to mix IsiXhosa with English and thus lose the track of the content by repeating what is on the question paper.

SECTION 2: Comment on candidates' performance in individual questions

(It is expected that a comment will be provided for each question).

QUESTION 1

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

Section A

Question 1 had a choice of 8 topics, amongst those 8 topics there are two pictures whereby the learners have to understand the message the picture portrays and give it a topic. All the questions in question 1 were selected by the learners and well answered. The learners performed very well in all the topics. The topics were covering the current affairs, that made it easy for the learners to relate to. That has assisted a lot with the understanding of the questions and gave a chance to the learners to show their creative writing skills.

1.1 **Ndeva amazwi athi, 'Bale-eka!'**: This was one amongst the popular topics. The observation was that learners who chose this question had fully comprehended what was required by it and they expressed themselves in an appropriate manner.

1.2 **Ukhenketho**: This topic was not a popular topic but those who chose it presented it very well. They understood the topic and responded according to what was expected.

1.3 **Loo mini ndafunda lukhulu**: This was the learner's favourite topic. The learners responded well, demonstrating full understanding of the topic. They were able to develop this topic, expressing themselves in a very creative way. They stated different kinds of lessons they have learnt.

1.4 **Intswela-ngqesho ingaphela xa...**: This topic was also selected by most learners and performed well. They understood what it meant and knew the causes, effects and measures that can be taken to eradicate unemployment.

1.5 **Inkunkuma ingayingxaki okanye ilifa esingaliboneli ntweni**: The learners who chose this question performed well though to some was a bit of a challenge as they tackled it on the side of a problem and wrote nothing about recycling which was the part of the question.

1.6 **U'Facebook' makabenemiqathango yokhuseleko kubantwana abangaphantsi kwe-18 leminyaka**: This topic was amongst the popular topics. The learners showed a deeper understanding of it. It was evident that it was about their daily life activities. They performed very well.

Questions 1.7.1 and 1.7.2 which were about interpretation of pictures, majority of learners did well in these questions they really showed a high level of creativity. They were able to provide different interpretations of the pictures and these were all relevant to the topics.

Section B

The learners performed very well in this question. There is a great improvement as far as the formats are concerned but more effort is still needed.

2.1 **ILETA ESESIKWENI**: The learners understood this type of a letter, but they still had minor mistakes when writing the format. They performed well.

2.2 **ISIVI NELETA EYIKHAPHAYO**: This was a challenging question; some learners seem not to understand what entails the CV and the covering letter. As much as they were given the information for the CV they appeared not to understand that, instead of using the information given to write the relevant CV they used it to write an application letter.

2.3 **INGXELO**: The learners did very well in this question but there were few who confused 'ingxelo' with 'ingxoxo' (dialogue). It is suspected that they scanned the question and picked up the phrase 'lwengxoxo-mpikiswano' which was part of the question and thought that it was a dialogue.

2.4 **INTETHO ESESIKWENI**: This question was chosen by the most learners and performed very well. There were some who seemed to add their own content which led not to fully answer the question.

Section C

This question was well answered. The learners obtained good marks in all the questions they had chosen.

3.1 **ISIMEMO**: The format of the invitation seems not to be a challenge to the candidates. The only thing some missed was the group to be invited as it was required by the question. It was noted that some learners wrote their own memorised invitations and ignored the question.

3.2 **UNGENISO KWIDAYARI**: They also performed very well in this question. Very few learners who did not present the question in a correct format.

3.3 **IMIYALELO**: This was also chosen by a lot of candidates and they had understood the question. The challenge that was noted was the lack of the use of 'isiyaleli' which is the required type of the verb for this transactional piece of writing.

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

The whole paper was not poorly answered except for the few challenges that are highlighted above.

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

It is strongly advisable that the teachers must teach all kinds of essays and pieces prescribed for Paper 3. This is a paper that learners can improve their marks as it is about the creativity of learners and has more marks than other papers. Language skills such as sentence construction, vocabulary, figurative language and any other work related to the creative writing must be taken into consideration. The teachers should pay attention to the formats of different pieces.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

It is suggested again that at the beginning of each year the Curriculum Advisors should call the teachers to a meeting, with the help of those teachers who had marked the previous year's paper and discuss around the problems encountered during marking. They should take the short comings of the previous year's learner performance as a guideline to improve the teaching of the creative writing paper. It is evident that, that really worked seeing the improvement in learner's performance as it is compared to the past years. The teachers must give learners the rubrics of each piece of creative writing so that the learners can be aware of what is expected of them.

For Section C, it must be made clear to the learners that the number of prescribed words should not confuse them, 80 words is the maximum. They do not have to write up to that number for pieces like the invitation and others, because they end up missing the content and add more irrelevant grammar and spelling mistakes. There is also a big need for the teachers to constantly give extra exercises of section B and C that will help them overcome the problem of correct formats. The learners must also be taught to unpack the topic, to highlight the keywords in each and every question. It must also be emphasised that they have a choice in each section therefore they should take time to read all the questions and make sure that they understand the questions they choose to answer. The learners must be advised to take note of the instructions on the question paper and also on each question. According to the learner's performance in question 2.2 (The CV and the covering letter) it was evident that there are very few learners who were taught how to write the CV and the covering letter, therefore it is suggested that the teachers should revisit this kind of transactional writing.