



## CHIEF MARKER'S REPORT

**SUBJECT:**

**ISIXHOSA ULWIMI LOKUQALA OLONGEZELELWEYO P1**

### 1. ANALYSIS OF QUESTION BY QUESTION PERFORMANCE

#### QUESTION 1

The aim of this question was to test reading and writing skills. LO 2, LO 3 and LO 4 were covered. All candidates did extremely well in this question. The passage was clear and relevant to the life situation and integrated with EMS. Even the weak candidates could easily score marks because they were even referred to certain paragraphs to get the answer to particular questions.

#### QUESTION 2

The aim of this question was to assess reading, writing and summarizing skills. The language used in this passage was good and informative. The majority of the candidates did very well in this question. However, there are still areas of concern where candidates lost marks because they could not identify the main points, could not write in full sentences, could not summarize in their own words, could not write in full sentences and could not spell. Some candidates just copied the whole sentence from the passage as it is.

#### QUESTION 3

This question focused mainly on language use. They were given a picture that is (Bona magazine cover) to view. Candidates performed fairly well in this question. Referring to the statistical analysis, few candidates scored full marks in this question. The question was not difficult but they lack grammar skills.

In 3.2 some candidates lost marks because they did not understand the question and the tense required to get a correct answer.

In 3.3 most candidates failed to get marks because they could not identify pronouns and have no knowledge of the different types of pronouns.



Candidates have failed to score marks in question 3.5 because they didn't understand the question. This question was about nouns, vowel elision and the reason why in some nouns the vowels fall away in certain instances and because candidates could not answer this question, they lost marks.

#### **QUESTION 4**

The aim of this question was to assess reading and thinking skills. Candidates could not score full marks in this question.

In question 4.2. Candidates failed to score marks in this question because they did not know the functions of 'Izikhuzo.'

In 4.4 they gave only a word instead of giving the whole phrase as it is in the passage. They did not understand the term "ibinzana" and they lost marks.

#### **QUESTION 5**

The aim of this question was to assess use of language. LO 4  
The response to this question was very good, very few candidates scored low marks.

In 5.2 Candidates failed to score a mark because they could not differentiate between a singular and a plural form.

In 5.5 They could not change that statement to a negative form. They gave future tense that means they did not understand the question and they lost marks.

#### **QUESTION 6**

The main focus in this question was to assess grammar skills that is LO 4. The candidates performed well in this question. Very few candidates scored bad marks.

In 6.1 some candidates did not get a mark in this question because they did not understand the difference between opposites and the negative form.

In 6.3.1 and 6.3.2 most candidates lost marks because they lacked knowledge of verbal extensions e.g. the meaning of the suffix 'ana' added to the verbal root "thand" and the functions of the suffix 'kazi' added to the root of the noun 'isipho.'

## **QUESTION 7**

This question was aimed at assessing editing skills. Very few candidates scored full marks. In generally this question was poorly answered. Some candidates could not identify mistakes in the text and even failed to understand that whenever you start a sentence you must start with a capital letter and some copied the text as it is.

### **ANY ADVICE THAT YOU COULD GIVE TO EDUCATORS TO HELP LEARNERS TO REACH THE EXPECTED LEVELS**

Detailed teaching of the language in general in the form of revision is essential. The educators must start from Grade 8 work to Grade 12 during revision time and must also emphasize on spelling and comprehension exercises and that must be done throughout the year. I recommend that educators must give learners more editing exercises because that seems to be a problem every year. I think the underlying factor of all the problems lies from the fact that educators do not have clusters at all whereby they will be able to discuss their problems.

### **ANY OTHER COMMENTS**

I have discovered that educators often neglect teaching grammar in their schools and focus more on literature and essays.