



CHIEF MARKER'S REPORT

SUBJECT:	ISIXHOSA HOME LANGUAGE P3
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1. ANALYSIS OF QUESTION BY QUESTION PERFORMANCE

QUESTION 1

1.1

Learners are expected to describe the extent to which the 2010 World Cup has improved South Africa, socially and economically, evaluate and speculate how it will benefit South Africa in future. The aim is to assess knowledge, appreciation and the value learners attach to the 2010 World Cup .

The topic is relevant to Learning Outcome 3 and general assessment standards:

LO3, ASS1, 1.4, 1.6, 1.9

LO3, ASS2, 2.1, 2.2, 2.3, 2.4-2.6

LO3, ASS3, 3.2, 3.3, 3.5, 3.6, 3.8

LO4, ASS1, 1.5 & 1.6

- This was a popular choice among learners as most of them answered it. Although they showed insight in the topic, they could not perform well above 60% because very few revealed what will happen beyond 2010

1.2

- Candidates are required to argue for or against. The topic demands knowledge and understanding of the South African Constitution and its implications on gender issues; reasoning and ability to identify problems and provide solutions. Very few learners chose this question.
- The topic is relevant to LO3 and the general assessment standards:
LO3, ASS1, 1.4, 1.6, 1.9
LO3, ASS2, 2.1, 2.2, 2.3, 2.4-2.6
LO3, ASS3, 3.2, 3.3, 3.5, 3.6, 3.8
LO4, ASS1, 1.5-1.6
LO4, ASS2, 2.4, 2.5, 2.9-2.12
- The performance of learners in this question showed that they lack insight into politics or do not have interest at all. Those who chose it could not meet the minimum length of 340 words and this resulted in them not getting full marks

1.3

- The essay demanded that the learner should be able to interpret the topic, apply it to real life situation, predict and imagine how one could benefit from hard work. The performance was fairly poor.
- The topic is relevant to LO3 and the general assessment standards:
LO3,ASS1,1.4,1.6,1.9
LO3,ASS2,2.1,2.2,.2.3,2.4-2.6
LO3,ASS3,3.2,3.3,3.5,3.6,3.8
LO4,ASS1,1.5-1.6
LO4,ASS2,2.4,2.5,2.9-2.12
- Few understood the topic. Learners' responses ranged from narrating a personal experience or writing a story about someone who suffered for the whole of his life. There a few who understand that one has to be committed in life, have a vision in order to be successful in life.

1.4

- Learners were expected to discuss and explain the role of stakeholders to improve the Grade 12 results. In their responses they mentioned cooperation, commitment on their part and that teachers must work tirelessly. Their performance ranged between 50% and 70%.
- The topic is relevant to LO3 and the general assessment standards:
LO3,ASS1,1.4,1.6,1.9
LO3,ASS2,2.1,2.2,.2.3,2.4-2.6
LO3,ASS3,3.2,3.3,3.5,3.6,3.8
LO4,ASS1,1.5-1.6
LO4,ASS2,2.4,2.5,2.9-2.1
- Learners showed insight in 4his topic and this is evident in their performances, "...uncama izinto ubuzithanda..." this shows that they understand that one has to `e #ommitted in life and 3acrifice thd 4hings he like most.
1.5
- The aim of the question was to assess the learners ability to identify and provide solutions to socio-economic challenges in their communities. Very few learners responded to this question but some could score 80% while some scored below 40%.
- The topic is relevant to LO3 and the general assessment standards:
LO3,ASS1,1.4,1.6,1.9
LO3,ASS2,2.1,2.2,.2.3,2.4-2.6
LO3,ASS3,3.2,3.3,3.5,3.6,3.8
LO4,ASS1,1.5-1.6
LO4,SS2,2.4,2.5,2.9-2.12
- Their responses showed confusion and lack of knowledge on the responsibilities of social workers. Some confused this career with that of a war counsellor ,
1.6
- The learners' ability to narrate an event, showing coherence, sequence i.e.. causes, course, and effects, was assessed in this topic. Learners are expected to show logic and base their stories on real life situations.

- The topic is relevant to LO3 and the general assessment standards:

LO3,ASS1,1.4,1.6,1.9

LO3,ASS2,2.1,2.2,.2.3,2.4-2.6

LO3,ASS3,3.2,3.3,3.5,3.6,3.8

LO4,ASS1,1.5-1.6

LO4,ASS2,2.4,2.5,2.9-2.12

- The performance of the learners was fairly poor because some of their responses were based on unrealistic stories, they lacked logic in their arguments, e.g , being eaten by lions but managed to crawl home safely; being chased by dangerous snakes, but survived. Their experience on sexual harassment, rape and murder were revealed in their responses. Very few showed insight and the ability to narrate.

1.7 & 1.8

- These two topics assess the ability to interpret visuals into verbal stimuli and write topics of their choices.

- The topic is relevant to LO3 and the general assessment standards:

LO3,ASS1,1.4,1.6,1.9

LO3,ASS2,2.1,2.2,.2.3,2.4-2.6

LO3,ASS3,3.2,3.3,3.5,3.6,3.8

LO4,ASS1,1.5-1.6

LO4,ASS2,2.4,2.5,2.9-2.12

- These topics were no go areas to learners. The few who chose them were unable to interpret pictures and lacked insight. 4 out of 100 learners responded to the question but could not understand the picture. There are few who understood 1.8 and wrote about “ Ungcoliseko Iwendalo” but could not get good marks because the essays were too short, i.e. the length was below the minimum of 340 words. The poor quality of the illustration, i.e.. 1.8 might have turned the learners away from this question. 1.7 has not been a popular choice. Maybe they had too little to write about animals and therefore avoided this one.

QUESTION 2

2.1

- The skill of writing an official letter was assessed here, focusing on format, language used, register and tone.
- The topic is relevant to LO3 and the general assessment standards:

LO3, ASS2,2.2,2.3,2.4,2.5-2.6

LO3,ASS3,3.3,3.5,3.7-3.8

- Although this was a popular choice most of the learners are unable to write addresses properly, the salutation, the subject of the letter and the ending. Below are some of the examples:

“Port Elizabeth
43 Nyathi Street
P.O.Box
6510”



The second address i.e. the one to whom the letter is written, did not have the person. The salutation in most cases was written in English e.g “Dear Mr Notshe” or “Diye Miss omkhulu”, “Mholo Nqununu” etc. In the main theme of the letter learners did not go beyond the problems they encountered because the gate was closed, as per instruction in the letter.

2.2

- This was not a popular question to learners. The aim was to assess their ability to write a topic following the given procedures, their organisational skills were assessed
- The topic is relevant to LO3 and the general assessment standards:
LO3, ASS2,2.2,2.3,2.4,2.5-2.6
LO3,ASS3,3.3,3.5,3.7-3.8
- Learners who chose this question lacked insight to the format of the agenda and minutes. The instruction to write resolutions about three issues discussed was overlooked. Their performance was adversely affected.

2.3

- The ability to speak in public was assessed, the way one presents his speech to the audience, tone, language and register, confidence etc.
- The topic is relevant to LO3 and the general assessment standards:
LO3, ASS2,2.2,2.3,2.4,2.5-2.6
LO3,ASS3,3.3,3.5,3.7-3.8
- Although was a popular choice to learners their performance could not be above 60% as they lacked insight into of this topic, introduction, paragraphing and language used for the specific audience was not up to standard.

2.4

- The aim of this topic was to assess the learners’ ability to address issues affecting the community using the relevant register, tone and language. Their communication skills i.e. to use language to influence a person to agree with you, were assessed.
- The topic is relevant to LO3 and the general assessment standards:
LO3, ASS2,2.2,2.3,2.4,2.5-2.6
LO3,ASS3,3.3,3.5,3.7-3.8
- Some wrote a formal letter, failed to give advice on how traffic officers could solve this problem



QUESTION 3

3.1

- The aim was to assess the learners' ability to write a message in a post-card. Very few learners chose this question.

- The topic is relevant to LO3

LO3, ASS2, 2.2-2.6

LO3, ASS3, 3.3, 3.5, 3.7, 3.8

- Their marks range between 40% and 70%. Their responses show lack of understanding of the question. Some wrote it as an invitation, some about the picture: Nelson Mandela Museum. Some performed very well.

3.2

- This was a popular choice, not only in this section but also in the paper as a whole. The aim was to test their knowledge, skill of mixing different ingredients to cook a meal, and value they attach to the fact that in these days of democracy the woman is not the only person who has a duty to cook.

- The topic is relevant to LO3

LO3, ASS2, 2.2-2.6

LO3, ASS3, 3.3, 3.5, 3.7, 3.8

- Learners did not respond to the question properly as result they came up with different recipes. Some did not understand the term "Isityu" but wrote about "Isityo", that is, "a meal". The method and ingredients were written in English by most of the learners e.g "2 pieces of meat" instead of "amaqatha amabini enyama", "yipise" instead of saying "yinqunqe ibe ngamaqatha". One learner wrote the whole topic in English.

3.3

- The learners' marketing skills were assessed. Their ability to use persuasive language, register, tone and creativity.

- The topic is relevant to LO3

LO3, ASS2, 2.2-2.6

LO3, ASS3, 3.3, 3.5, 3.7, 3.8

- Use of English was a problem in this topic. Some only made sketches and wrote nothing, some sold the house instead of advertising it as a B&B. Below are some of their responses:

"DON'T MISS THIS GREAT SPECIAL", "ADM:R150 PER NIGHT, DAY & NIGHT R400".

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7. ANY ADVICE THAT YOU COULD GIVE TO EDUCATORS TO HELP LEARNERS TO REACH THE EXPECTED LEVELS

7.

- LO3, should in all stages of planning be integrated with other Learning Outcomes in the same language i.e., LO1-listening and speaking, LO2, reading with understanding, LO4, grammar and language. The general assessment standards must be integrated across assessment standards in other subjects. That learners cannot attempt 1.7 and 1.8 is evidence that this requirement is overlooked .

Learning Outcome 3 should be taught by giving learners guidance in writing the different types of essays and shorter transactional texts. This must never be done without LO4 and general assessments standards. Sentence formulation is a challenge to our learners, spelling, word-division, punctuation, proper use of capital letters, all these need attention. Exercises on editing must be given on a regular basis to remedy the situation. Below is a sample of the errors from learners responses: “ ukuphiswano lendebe yehlabathi ikhulise izinga lokuyuka imali apha ezantsi Afrika kwendebe yehlathi inikwe imali abantu bomzantsi Afrika kuphiswano lenze wonke bantu Afrika.” This sentence is full of errors, it is too long and there is no principal clause, no subordinate clause. It is just a mixture of words. There are cases where learners seem not to know IsiXhosa at all and choose to write all the topics on the question paper in their answer books. Some express themselves in English e.g “ iza e KWT ngase police station,” instead of “ Yiza eQonce ngakwisikhululo samapolisa.

8. ANY OTHER COMMENTS

8.

- It is advisable that educators who got the opportunity to mark all the three papers must meet at all levels i.e.: at school, at cluster and at district level to discuss their findings and plan ahead for the coming year as to how to address the challenges in the language IsiXhosa. Speaking and reading must be encouraged at all levels.